DOCUMENT RESUME

ED 113 415 UD 015 553

AUTHOR	Turner, W. E.; And Others
TITLE	Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September 1974 - August 1975.
INSTITUTION	Wichita Unified School District 259, Kans.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
BUREAU NO	BR-7-5131
PUB DATE	Jul 75
NOTE	128p.
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	Business Education; *Compensatory Education Programs; Corrective Institutions; Culturally Disadvantaged; Delinquents; Economically Disadvantaged; Educational Programs; *Federal Programs; Institutionalized (Persons); Mathematics; Minority Group Children; Parent Education; Preschool Programs; *Program Effectiveness; *Program Evaluation; Remedial Reading Programs; Scholarships; Socially Disadvantaged; Special Programs; Summer Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; Kansas (Wichita)

ABSTRACT

Various programs listed under the categories of instructional components, supportive components, and summer activities are evaluated here. Programs under instructional components include corrective reading programs, primary-intermediate mathematics, neglected children's institutional programs, business education for delinquent children, and preschool programs. The supportive components describes the parent education program. Included in the summer activities programs are early start, neglected children's program, delinquent children's program, tuition scholarships, basic primary and corrective reading, and primary and intermediate math. Delivery of service is seen to have become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued. Evaluation of performance objectives in the neglected and delinquent institutions is considered to be inconclusive because of the short length of time most pupils are institutionalized while involved in the program. Seventy-four percent met or exceeded stated objectives for reading; 77-98 percent met the objectives in mathematics; and over 96 percent in preschool program met the stated objectives. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED113415

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

ESEA TITLE I EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1974 - August, 1975

Project Number 75131

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

Prepared by
W. E. Turner, Research Specialist
Gerald Riley, Research Specialist
Corinne Glaves, Summer Evaluation Assistant
Terry Moore, Research Assistant

UD015553

Department of Program Evaluation

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1975

SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1974-75

The thrust of Title I, ESEA (PL 89-10) began in Wichita in the spring of 1966, thus the 1974-75 school year completed nine full years of service in the area of compensatory education to disadvantaged youth. After an initial, large scale needs assessment was conducted in 1965 prior to Wichita's entry into Title I, activities were designed to reach a large number of children of all grade levels in more than one-third of the districts' schools. Activities were global in nature, offering a wide range of experiences from art and music to cultural enrichment, from reading to mathematics, from counseling to health services and others. Since that time, because of increased emphasis on basic skills improvement, and because of changes in funding regulations the project has evolved to one which now serves pupils mainly in the areas of reading, mathematics and preschool. Delivery of service has become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued.

During the 1974-75 school year, Title I programs were conducted in nineteen Title I target elementary schools. Programs included were Corrective Reading, Mathematics, and Preschool. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships.

Participation statistics show that 4717 pupils were involved in regular year programs. There were 2910 pupils in corrective reading with 1957 in mathematics. Some of these may have been in both programs.

The major performance objective for reading was that pupils should gain .8 month on the California Reading Test for each month of instruction. For 2244 pupils reported, the average gain was 1.5 months, almost double the expected gain. Seventy four percent of the pupils met or exceeded the stated objective.

In mathematics, the performance objectives were measured by criterion referenced basic skills tests. The criterion varied with the grade level. From 77 to 98% of the pupils in the program met the objectives on posttest.

Evaluation of performance objectives in the institutional programs is made inconclusive because of the short length of time most pupils are institutionalized while involved in the Title I program. For those few pupils for whom data were available, most met the stated objective.

Pupils in the preschool program were given a range of activities to aid language readiness, skills, development of positive self-concept, and physical coordination. Measurement was by the Caldwell Preschool Inventory. Over ninety-six percent of the three and four year old pupils met the objectives on posttest.

Wichita may be justly proud of a fine Title I program which has received national recognition. The present program is the result of nearly ten years of evolvement. What has not worked has been discarded. This program will continue to evolve and be refined.

UNIFIED SCHOOL DISTRICT 259

WICHITA, KANSAS

BOARD OF EDUCATION

Mr. Daniel R. Glickman	President
Dr. Don L. Miller	Vice President
Mrs. Jo Brown	Member
Mr. John Frye	Member
Mr. Robert M. Koepke	Member
Dr. Gary N. Pottorff	Member
Mrs. Ruby Tate	Member

GENERAL ADMINISTRATION OF ESEA (TITLE I) PROJECTS

Dr. Alvin E. Morris	Superintendent of Schools
Dr. A. W. Dirks	Director, Local, State and Federal Relations
Mr. Richard McLeod	Director, Title I

ESEA (TITLE I) EVALUATION PERSONNEL

Dr. Ralph E. Walker	Director, Research and Evaluation
Mr. W. E. Turner	Research Specialist
Mr. Gerald Riley	Research Specialist
Ms. Corrine Glaves	Evaluation Assistant, (Summer Programs)
Ms. Terry Moore	Research Assistant

TABLE OF CONTENTS

	PAGE
A. INTRODUCTION	01.00
B. ACADEMIC YEAR ACTIVITIES (PART I)	
1. INSTRUCTIONAL COMPONENTS	
a. CORRECTIVE READING PROGRAMS	02.00
b. PRIMARY-INTERMEDIATE MATHEMATICS	03.00
c. NEGLECTED CHILDREN'S INSTITUTIONAL PROGRAMS	04.00
d. BUSINESS EDUCATION FOR DELINQUENT CHILDREN	05.00
e. PRESCHOOL PROGRAMS	06.00
2. SUPPORTIVE COMPONENTS	
a. PARENT EDUCATION PROGRAM	07.00
C. SUMMER ACTIVITIES (PART II)	
a. EARLY START	SS 01.00
b. NEGLECTED CHILDREN'S PROGRAM	SS 02.00
c. DELINQUENT CHILDREN'S PROGRAM	SS 03.00
d. TUITION SCHOLARSHIPS	SS 04.00
e. BASIC PRIMARY AND CORRECTIVE READING	SS 05.00
f. PRIMARY AND INTERMEDIATE MATH	SS 06.00

GENERAL CONTEXT

Wichita is a metropolitan community of approximately 262,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the economy. In mid-March 1975, from a total labor force of 190,500 (Standard Metropolitan Statistical Area, total population 375,000), 180,300 were employed and 10,200 unemployed. This unemployment rate is about 5.4%. This compares with 3.5% last year and 5.5% the year before. Some temporary fluctuations in the labor market have resulted from seasonal variations, from the energy crisis and from inflation factors.

Within the city are a total of 130 accredited schools which serve approximately 62,000 children. There are 101 public schools: 79 are elementary schools, grades K-6; 16 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. Included in the total number of schools are eight special purpose schools. These include three preschool centers, a school for innovative programs in grades 4-6, a special education center, two metropolitan type secondary schools for alienated and special problem youth, and education programs in detention facilities and homes for neglected children. On September 16, 1974, there were 55,301 children in the public schools. There were another 6,500 pupils in parochial or private schools. About 2,400 individuals of school age were estimated not to be in attendance at any school. About 12,500 pupils were estimated to come from low income families. The racial composition of the school age population is 78% White, 18% Black, and four percent Oriental, Mexican-American, and American Indian. A very high percentage of the non-white population is concentrated in the northeast quadrant of the city.

The assessed valuation of property in the school district is approximately $675,000,000. The Wichita Public Schools' general fund for fiscal 1974 was $47,274,100. In fiscal 1974, the per-pupil cost of education was approximately $1,029.

School personnel for fiscal 1975 includes: 2,945 teachers, counselors, nurses, and librarians; 265 administrators, supervisors, principals, and assistants; 940 office personnel; 485 food services, maintenance, and security personnel; and 513 instructional aides and other instructional assistants.

An integration plan which involves large scale busing of pupils has been in effect since the fall of 1971. Under this plan no school is allowed to have more than 25% or fewer than 8% of its pupils from the Black population. The Wichita School System is probably the largest fully desegrated system in the nation. Commencing in the late sixties all secondary schools were completely desegrated. During the 1971-72 school year all the elementary schools were desegrated (busing) based upon a local Board of Education lottery plan.

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE CORRECTIVE READING PROGRAM 1974-75

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Department of Program Evaluation
Mr. W. E. Turner — Research Specialist
Ms. Terry E. Moore — Research Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July 1975

02.01

CORRECTIVE READING PROGRAM, 1974-75

SUMMARY

The 1974-75 Title I Corrective Reading Program served pupils in a total of 79 public and private elementary schools. Approximately 2,910 different pupils participated in the program. Since some of the students spend only a short time in the program, this number is equivalent to about 2,363 full-time students. Participant grade levels ranged from one to six. The largest numbers of participants came from the second, third, and fourth grades. Positions were funded for 38.1 reading teachers and 25 instructional aides.

Measures of mean gains in months pre to posttest were determined by two subtests of the California Achievement Tests. The proportion of students achieving 0.8 months gain in grade equivalent score for every month in the program, as specified by the performance objectives, ranged from 61 to 83 percent across grade levels. Ninety-five percent of the participants showed some improvement in reading level from pre to posttest. Results were also obtained from a locally developed Communications Skills Checklist and a reading attitude survey. With one exception, every grade showed an improvement in attitude toward reading. The reading program was recommended for continuation.

ACTIVITY CONTEXT

Reading and reading related services represent a major portion of the Wichita Title I project, as approximately 50 percent of the budget is applied to this area. The reading program has undergone some evolutionary changes since its initial implementation in 1966. Current trends in reading emphasize prevention rather than remediation; therefore, specialized reading instruction is provided in grades one through six. This year a systems approach to reading instruction was stressed. Integration has dispersed many Title I eligible pupils throughout the city thus making delivery of concentrated Title I services difficult. However, a plan of split funding between Title I and the Board of Education has accommodated the problem of providing corrective reading services to pupils who are bussed to non-target schools.

PROGRAM DESCRIPTION

Scope

Wichita's Title I target pupil population is concentrated in 19 elementary school residence areas. However, with total integration accomplished through a massive bussing effort, eligible pupils attend 53 other elementary schools. In

addition. Title I eligible pupils also attend six parochial schools in the target area. Minority pupils who are bussed for integration reside in three of the Title I residence areas. Since those three schools have 85 percent of their resident pupils bussed to other elementary schools, they are also treated as extended service centers. Title I target schools receive the service of a Special Reading Teacher (SRT). Some extended service schools are grouped into clusters in order to most efficiently serve the smaller numbers of pupils needing corrective reading instruction in those schools. There are eight clusters of three or four schools each.

Personnel

A total of 38.1 reading teacher positions were funded. Twenty-five instructional aides were employed to assist the reading teachers. In addition, a Parent Aide program was initiated during the 1974-75 school year, in which parent aides were employed to tutor students individually or in small groups according to need.

Procedures

Team Approach: Keys to Reading Success is the corrective reading guide. This guide was revised Summer 1974, and was used by the SRT in organizing corrective reading at the building level. Corrective reading is comprised of six phases:

(1) Identification. The classroom teacher makes referrals to the special reading program.
(2) Screening. The special reading teacher selects pupils most likely to profit from corrective reading procedures.
(3) Diagnosis. The special reading teacher administers tests and uses other methods to pinpoint reading difficulties.
(4) Scheduling. A team approach is used in scheduling pupils in reading classes. Class size and number of sessions per week depend upon the severity of deficiencies:

	GROUP SIZE	LESSON TIME	SESSIONS PER WEEK
Mild Corrective	5-8 pupils	30-40 minutes	2-3
Corrective	3-5 pupils	30-40 minutes	3-4
Severe Corrective	1-2 pupils	30 min. or less	4-5

(5) Instruction. The exact method depends upon the severity of the disability, individual needs, class needs and teacher preference. Various kinds of equipment and teaching machines are used, including controlled readers, tachistoscopes, filmstrip projectors, record players, tape recorders, and overhead projectors. The services of the Special Reading teachers were distributed according to the following schedule:

A. 33 SRTs were assigned to one building.
16 SRTs were assigned to two buildings.
7 SRTs were assigned to three buildings.
1 STR was assigned to four buildings.
B. 2 centers have two SRTs.
4 schools have one and one-half SRTs (including the Reading Services Center).

The SRT met an average of 50 to 70 pupils per day. Special Reading teachers were expected to spend approximately four-fifths of their time in pupil instruction and about one-fifth for school and home conferences, individual evaluations and instructional planning.

The 1974-75 program design was modified to provide a Systems Instructional Approach in all but three Title I Attendance Centers. Competitive effectiveness of four "Systems" approaches to corrective reading instruction was implemented and the reading achievements obtained by each of the four Systems were compared. Additionally, the Distar System was used in programs for children requiring severe corrective reading instruction. A brief description of the main features of each system follows:

A. Educational Development Laboratories: Listen, Look and Learn (LLL) System
An LLL Lab is a multi-media communications skill instructional system for primary and intermediate grades.
B. Hoffman Educational System
This system employs an audio-visual approach keyed with high motivational materials. The pupil is seated in front of a viewer which simulates a TV receiver. As visual material is displayed on the viewer, the pupil records his responses on paper. Language arts and phonics are combined in this system.
C. Random House/Singer, High Intensity Learning System
This system utilizes learning centers and is comprised of two major components: a management system and a library of materials selected on the basis of the needs of the target population.
D. Psychotechnics System
Psychotechnics is a multi-media, diagnostic/prescriptive reading skills development system.
E. Distar System
This program is geared toward those children who are expected to encounter difficulty learning to read and who exhibit language deficiencies. A highly structured reading skills development approach is used.

(6) Evaluation. The special reading teacher continually monitors pupil progress through formal and informal test methods.

Budget

A. Salaries

38.1 Teachers + 3% sub.	$390,000	
Title I Corrective Reading Teachers (2 months)	71,410	
25 Instructional Aides + 3% sub.	75,109	
1 Corrective Reading Teacher (1 semester)	4,960	
Secretary (12 months)	5,700	
Training Stipends	2,000	$549,179

B. Contract Services

Van	$ 6,000	
Consultants	1,000	
Workshop (Summer 1975)	9,000	$ 16,000

C. Other Expenses

Supplies, Teaching	$ 2,221	
Supplies, Office and Classroom	39,400	
Equipment	12,500	
Auto Allowance and Travel	4,200	$ 58,321
		$623,500

EVALUATION

The main goals for Corrective Reading pupils in grades two through six were improvement of work recognition and reading comprehension skills, spoken and written communication skills, and attitudes toward reading.

1. Pupils enrolled in Corrective Reading will improve their vocabulary skills by at least 0.8 month* for each month of instruction as measured by the mean vocabulary grade score on the California Achievement Test.

2. Pupils enrolled in Corrective Reading will improve their reading comprehension skills by at least 0.8 month for each month of instruction as measured by the mean comprehension grade score on the California Achievement Test.

3. Pupils enrolled in Corrective Reading will advance in reader level pre to posttest as measured by Informal Reading Inventory and/or teacher judgment.

*A recent study published by USOE entitled: The Effectiveness of Compensatory Education, Summary and Review of the Evidence, states that "A 0.7 gain in grade equivalent per year is usually the most which disadvantaged children gain in one year of school. (Approximately 0.8 gain in grade equivalent per year on large city norms.)"

4. Pupils enrolled in Corrective Reading will improve pre to posttest in attitude toward reading as measured by a locally developed attitude scale.

5. Pupils enrolled in Corrective Reading will improve in written and/or spoken communications skills as noted on a locally developed teacher judgment survey.

6. Pupils enrolled in Corrective Reading, grade one, will display satisfactory progress during the second semester of the project year, toward reading readiness as measured by mastery tests accompanying the basal program and Skill Box Activities.

Corrective Reading participation statistics are shown in Table 02.1. These figures include both unduplicated numbers which account for any pupil who was scheduled into the program regardless of the length of his stay and full-time equivalent (FTE) totals, which may be interpreted as each pupil being in the program for 180 days.

Evaluation of performance progress was available for 151 first grade students in corrective reading. Over 88 percent of the first grade pupils made some gain in reader level by the end of the school year. Twenty-four first grade pupils also had quantified reading scores as measured by the California Achievement Tests (CAT). Of these 24, 75 percent achieved a minimum of 0.8 month grade equivalent gain in vocabulary skills for every month of participation. Nineteen, or 79.2 percent, achieved that amount of gain on the comprehension subtests.

CAT reading tests results by grade level for corrective reading pupils are shown in Tables 02.2 and 02.3. Complete test data were available for 2,210 pupils from grade levels one through six. Seventy-three and six-tenths percent of the corrective reading students achieved the performance objective for the vocabulary section. Results for the comprehension subtest were similar, 75.2 percent achieving the performance objective. The mean number of months gained from pre to posttest grade equivalent scores ranged from eight to 11 among the grade levels for the vocabulary section. For the comprehension section, the mean number of months gained ranged from 10 to 12. Actual time between pre and posttest varied among students and classes; the range being between 3.0 and 7.2 months. The mean gain in months for grade equivalent reading level was greater than the average time spent in the program for each grade reported.

Results of the Informal Reading Inventory and/or teacher judgments appear in Table 02.4. The percent of pupils achieving some gain by the end of the school year ranged from 88.1 percent to 97.6 percent across grade levels one through six. First grade pupils had the smallest percentage of enrollment achieving some gain. Overall, 95.5 percent of the 2,313 students with complete test data had achieved some gain in reader level by the end of their participation in the program.

TABLE 02.1

TITLE I CORRECTIVE READING PARTICIPATION
1974-75

	Sex				Race							
	M	F	Public	NonPublic	1	2	3	4	5	Other**	FTE***	Totals
1	122	99	210	11	124	2	62	7	4	22	107	221
2	382	313	667	28	367	1	285	21	1	20	622	695
3	306	271	548	29	248	1	277	12	6	33	517	577
4	269	238	472	35	213	2	264	5	4	19	452	507
5	220	203	402	21	190	2	195	16	4	16	358	423
6	211	165	350	26	173	1	169	7	2	24	307	376
Other*	83	28	111	--	67	1	39	2	1	1	97	111
Totals	1593	1317	2760	150	1382	10	1291	70	22	135	2363	2910
Percent	54.7	45.3	94.9	5.1	47.5	0.3	44.4	2.4	0.8	4.6		100.0

1 = white, 2 = Oriental, 3 = Black, 4 = Mexican American, 5 = American Indian

* includes pupils in severe corrective reading program
** race data were not identifiable or improperly recorded
*** Full time equivalency--an estimated number of pupils based on average length of time from pretest to posttest.

TABLE 02.2

SUMMARY OF PRETEST AND POSTTEST MEAN GRADE EQUIVALENTS
ON CALIFORNIA ACHIEVEMENT TEST, VOCABULARY AND COMPREHENSION SUBTESTS

TITLE I CORRECTIVE READING 1974-75

Grade	Number Pupils Tested	Vocabulary			Average Number Months Pre to Post	Comprehension		
		Pretest Mean	Posttest Mean	Months Gain		Pretest Mean	Posttest Mean	Months Gain
Second	578	1.4	2.5	11	7.2	1.4	2.6	12
Third	502	2.1	2.9	8	7.2	1.8	3.1	13
Fourth	426	2.5	3.3	8	7.1	2.5	3.6	11
Fifth	358	2.9	4.0	11	6.8	3.1	4.1	10
Sixth	322	3.4	4.3	9	6.5	3.4	4.6	12

TABLE 02.3

NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVES*
VOCABULARY AND COMPREHENSION
CALIFORNIA ACHIEVEMENT TESTS

TITLE I CORRECTIVE READING, 1974-75

Grade	Number With Test Data	Full Time Equivalent Number	Average Number Months Pre to Post	Pupils Gaining at Least 0.8 months Grade Equivalent For Every Month of Participation			
				Vocabulary		Comprehension	
				N	%	N	%
First	24	13	3.87	18	75.0	19	79.2
Second	578	505	7.16	479	82.9	441	76.3
Third	502	450	7.17	364	72.5	409	81.5
Fourth	426	380	7.13	261	61.3	313	73.5
Fifth	358	303	6.77	267	74.6	260	72.6
Sixth	322	263	6.53	237	73.6	219	68.0
Total	2210	1914		1626	73.6	1661	75.2

* Does not include pupils in Distar program

TABLE 02.4

NUMBER AND PERCENT ACHIEVING GAINS ON INFORMAL READING INVENTORY

TITLE I CORRECTIVE READING
1974-75

Grade	Number with Evaluation data	Number and Percent Achieving Some Gain Pre to Post	
First	151	133	88.1
Second	570	555	97.4
Third	492	480	97.6
Fourth	451	431	95.6
Fifth	344	323	93.9
Sixth	305	286	93.8
TOTAL	2313	2208	95.5

The Communications Skills Checklist consisted of nine behavioral objectives. Teacher judgment of pupil progress on these nine written and oral communications skills as observed during the reading class was obtained for a random sample of corrective reading pupils. Results were obtained for 387 pupils in grades one through six. An evaluation of "Much Improvement" on each item of the nine items would yield a score of 45; a score of 36, "Some Improvement"; a score of 27, "No Change"; a score of 18, "Some Regression"; and a score of 9, "Much Regression". Thus, the larger the mean raw score, to 45, the greater the extent of observed progress in communications skills. The sample group achieved a mean raw score of 36.34 with a standard deviation of 5.68 indicating generally "Some Improvement."

Results of the attitude survey appear in Table 02.5. Pretest data were not obtained for first grade pupils. Only the fifth grade did not achieve a mean gain from pre to posttest. The only significant difference between mean scores, as determined by a t-test for dependent means, occurred between pre and posttest scores for the second grade pupils. Overall, the students showed a slight improvement in attitudes toward reading as measured by the survey.

Corrective reading students' vocabulary and comprehension grade equivalent scores were compared by systems. Test results from grades 3, 4, and 5 were used for the systems comparison. Mean scores for each system were obtained, from which a measure of mean gain from pretest to posttest was computed. Data obtained in this manner appear in Tables 02.6, 02.7, and 02.8. For each of the three grade levels, the Listen, Look, and Learn system produced the largest mean gains in pupil scores. Ranking of the mean gains for the remaining three systems varies with each grade level, no one system being consistently high or low. Additionally, statistical analyses were conducted on the systems' data in the form of t-test comparisons between system means. From this analysis, presented in Table 02.9, the Listen, Look, and Learn program seems to have had the greatest positive influence upon participants' scores. When initial and consumable costs of the systems are compared, Listen, Look, and Learn again seems to be the superior system. However, visual inspection of the comparisons indicates that the length of time a system has been implemented in the school is a relevant factor. Systems which were new this year did not produce as much improvement in students' reading levels as did systems which had been in operation during the previous year. The results are not conclusive and final judgment concerning the comparative value of the systems should be withheld until more data can be compiled and analyzed.

RECOMMENDATIONS

Results of the Title I Corrective Reading Program have been steadily improving over the past three or four years. This year's test results indicate that the program is continuing to progress. Although some difficulties were experienced at the beginning of the school year in setting up reading labs, receiving and preparing materials, and operating equipment, these problems were sufficiently reduced by the second month of operation. About three-fourths of the corrective reading students achieved or surpassed the performance objectives. The project is very worthwhile and has been recommended for continuation.

TABLE 02.5

ATTITUDE SURVEY MEANS AND STANDARD DEVIATIONS BY GRADE

TITLE I CORRECTIVE READING
1974-75

Grade	Number		Mean		Mean Gain	Standard Deviation		t-test Significance
	Pre	Post	Pre	Post		Pre	Post	
First		150		64.3	-		21.8	
Second	410	486	65.8	70.6	4.8	16.0	15.9	p<.001
Third	336	434	66.7	68.2	1.5	13.4	15.7	N.S.
Fourth	325	402	64.8	66.3	1.5	12.4	15.3	N.S.
Fifth	244	293	65.5	64.7	- 0.8	13.7	17.5	N.S.
Sixth	217	276	63.0	63.5	0.5	12.3	16.9	N.S.
Undesignated	321		65.8		-			
All Grades	1853 Totals	2041	65.42 Estimated Means	67.09	1.67 Difference			

TABLE 02.6

THIRD GRADE MEANS, STANDARD DEVIATIONS, AND MEAN GAINS BY SYSTEMS
TITLE I CORRECTIVE READING PROGRAM, 1974-75

System		Vocabulary		Comprehension	
		Pre	Post	Pre	Post
Hoffman Educational System	N	74	65	73	65
	M	2.3	3.0	2.0	3.3
	SD	0.7	0.7	0.9	1.0
	Mean Gain	0.7		1.3	
Random House/Singer High Intensity Learning System	N	7	6	7	6
	M	1.9	2.7	0.8	2.3
	SD	0.6	0.8	0.5	1.0
	Mean Gain	0.8		1.5	
Psychotechnics System	N	41	37	41	38
	M	1.9	2.6	1.8	3.1
	SD	0.5	0.8	0.6	0.8
	Mean Gain	0.7		1.3	
EDL: Listen, Look and Learn System	N	44	39	44	39
	M	2.0	3.0	1.1	3.5
	SD	0.7	0.8	0.6	1.2
	Mean Gain	1.0		2.4	

N = Number of pupils
M = Mean score
SD = Standard deviation

TABLE 02.7

FOURTH GRADE MEANS, STANDARD DEVIATIONS, AND MEAN GAINS BY SYSTEMS
TITLE I CORRECTIVE READING PROGRAM, 1974-75

System		Vocabulary Pre	Vocabulary Post	Comprehension Pre	Comprehension Post
Hoffman Educational System	N	51	46	51	46
	M	2.3	3.0	2.5	3.3
	SD	0.9	1.0	0.8	0.7
	Mean Gain	0.7		0.8	
Random House/Singer High Intensity Learning System	N	23	20	23	20
	M	2.9	3.7	2.0	3.4
	SD	0.7	0.7	0.8	1.0
	Mean Gain	0.8		1.4	
Psychotechnics System	N	33	30	33	30
	M	2.5	3.0	2.7	3.4
	SD	0.9	0.8	0.9	1.1
	Mean Gain	0.5		0.7	
EDL: Listen, Look and Learn System	N	31	28	31	28
	M	2.4	4.0	2.9	4.2
	SD	0.9	1.4	1.2	1.3
	Mean Gain	1.6		1.3	

N = Number of pupils
M = Mean score
SD = Standard deviation

TABLE 02.8

FIFTH GRADE MEANS, STANDARD DEVIATIONS, AND MEAN GAINS BY SYSTEMS
TITLE I CORRECTIVE READING PROGRAM, 1974-75

System		Vocabulary		Comprehension	
		Pre	Post	Pre	Post
Hoffman Educational System	N	31	29	31	29
	M	3.2	3.9	3.2	3.9
	SD	0.8	0.9	0.8	0.9
	Mean Gain	0.7		0.7	
Random House/Singer High Intensity Learning System	N	14	12	14	12
	M	2.6	2.7	2.2	3.0
	SD	1.0	1.4	0.7	1.8
	Mean Gain	0.1		0.8	
Psychotechnics System	N	21	20	21	20
	M	2.6	3.5	2.7	3.8
	SD	1.0	0.9	0.7	0.9
	Mean Gain	0.9		1.1	
EDL: Listen, Look and Learn System	N	52	48	52	48
	M	3.2	4.7	3.6	4.7
	SD	1.0	1.2	1.2	1.4
	Mean Gain	1.5		1.1	

N = Number of pupils
M = Mean score
SD = Standard deviation

TABLE 02.9

T-TEST COMPARISONS OF SYSTEMS' MEANS
TITLE I CORRECTIVE READING PROGRAM, 1974-75

Comparisons	Third Grade		Fourth Grade		Fifth Grade	
	Voc.	Comp.	Voc.	Comp.	Voc.	Comp.
Hoffman① - Random House/Singer②						
Pretest	N.S.	p<.05①	p<.05②	p<.05①	p<.05①	p<.05①
Posttest	N.S.	p<.05①	p<.05②	N.S.	p<.05①	p<.05①
Hoffman① - Psychotechnics③						
Pretest	p<.05①	N.S.	N.S.	N.S.	p<.05①	p<.05①
Posttest	p<.05①	N.S.	N.S.	N.S.	N.S.	N.S.
Hoffman① - EDL:LLL④						
Pretest	p<.05①	p<.05①	N.S.	N.S.	N.S.	N.S.
Posttest	N.S.	N.S.	p<.05④	p<.05④	p<.05④	N.S.
Random House/Singer② - Psychotechnics③						
Pretest	N.S.	N.S.	N.S.	p<.05③	N.S.	N.S.
Posttest	N.S.	N.S.	p<.05②	N.S.	N.S.	N.S.
Random House/Singer② - EDL:LLL④						
Pretest	N.S.	p<.05④	p<.05②	p<.05④	p<.05④	p<.05④
Posttest	N.S.	p<.05④	N.S.	p<.05④	p<.05④	p<.05④
Psychotechnics③ - EDL:LLL④						
Pretest	N.S.	p<.05③	N.S.	N.S.	p<.05④	p<.05④
Posttest	p<.05④	N.S.	p<.05④	p<.05④	p<.05④	p<.05④

Circled numbers indicate the system having the significantly greater mean.
N.S. = No significant difference between means.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE PRIMARY-INTERMEDIATE MATHEMATICS PROJECT 1974-75

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
W. E. Turner, Research Specialist
Terry E. Moore, Research Assistant
Department of Program Evaluation

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1975

PRIMARY-INTERMEDIATE MATHEMATICS PROJECT, 1974-75

SUMMARY

The Title I Primary-Intermediate Mathematics Project entered the planning stage in January 1970. At that time it was designed for the primary level only. During the 1974-75 school year, the project was expanded to include intermediate level pupils. The project is now designed for pupils in kindergarten through the sixth grade and presumes minimal dependence upon written materials. A math laboratory and a mathematics instructional aide are essential elements in the program. Costs are approximately $91.11 per pupil. Of the 1868 pupils with complete test data, 82.6% met or exceeded the stated project objectives. These pupils were from the most educationally deficient in the school population. The project was recommended for continuation.

PROGRAM DESCRIPTION

Scope

The Primary-Intermediate Mathematics Project was originally designed for use in the lower elementary grades. The project was implemented in the fall of 1971, after a year and a half developmental phase during which preliminary planning, curriculum development, and teacher orientation were accomplished. In four years of implementation, the project has grown from existing on a pilot basis in one school to inclusion in 21 elementary schools. All Title I schools are involved in the project at the kindergarten, first, and second grade levels. About one half of the Title I schools are involved in the project at the intermediate elementary level.

The primary level program was designed around a central theme that pupils should begin to develop mathematical concepts along with or even before they were able to decipher the printed page, ie, read. Hence, the curriculum places minimal dependence upon reading ability and is designed for pupils of kindergarten, first, and second grade levels.

The intermediate level program was implemented in 1974-75 in a total of twelve elementary schools. The program emphasizes corrective mathematics, and is designed as an activity approach with maximum involvement of the pupils. Three stages of teaching mathematics are embodied in the intermediate program. The manipulative stage stresses the use of manipulative materials such as sticks, beans, cups, etc. The ability to physically represent and manipulate numbers gives the student confidence and enables him to incorporate mathematical concepts into his own conceptual framework. The oral stage involves the use of motivational games requiring verbal responses. The written stage emphasizes the use of paper and pencil to record responses.

Personnel

Four mathematics consultants, twenty mathematics aides, and a coordinator of aides were directly funded from Title I monies. Also working in the program were the coordinator of mathematics who acted as Project Director and 224 teachers all paid from local sources.

The mathematics aides were responsible for assisting project teachers in improving the math skills of their pupils. Principal duties were to:

(1) Administer the oral pretest and posttest to each kindergarten and first grade child in the project.

(2) Construct visual aids for use in the classroom when requested by teacher or consultant. These visual aids included: interest center devices, games for motivational drill, overhead projector transparencies, and various other teaching aids.

(3) Reproduce test materials as requested by teachers for classroom use.

(4) Give oral tests to children for concept mastery when requested by teachers.

(5) Work with students in the math lab as directed by the teacher. (Approximately 75% of the aides' times was utilized in this activity).

(6) Construct the math games that were used in the lab.

(7) Conduct tours of the math lab and demonstrate the various games to non-project teachers who visited the math lab.

(8) Keep accurate records of each intermediate student's laboratory experiences, confer with the teacher on phasing intermediate students out of the laboratory program who have attained mastery of the basic computational skills.

Duties of the math consultants were to:

(1) Observe math lessons and techniques periodically to insure ongoing progress in the Primary-Intermediate Math Program.

(2) Upon request, provide demonstrations appropriate to the concept currently being taught in the classroom.

(3) Assist in the evaluation of concept developments for the students in the program in order to individualize instruction.

(4) Assist the classroom teacher in developing a workable plan for the implementation of the math program in his or her classroom.

(5) Conduct inservice meetings with the teachers at their specific grade levels.

(6) Assist the coordinator of mathematics in conducting summer workshops for teachers new to the project.

(7) Assist the Coordinator of Mathematics in revising the current Primary-Intermediate Math program.

(8) Order supplies and see that they are distributed.

(9) Provide an inventory of Title I equipment purchased by the program.

(10) Meet with the Coordinator of Mathematics to discuss common concerns and to offer suggestions.

(11) Compile intermediate pretest and posttest data and submit it to the Mathematics Coordinator.

Duties of the teachers as they relate specifically to the Primary-Intermediate Math Project are to:

(1) Teach math to all children in their classrooms and to ensure that each child develops his math potential to its maximum.

(2) Teach ---> evaluate ---> reteach and re-evaluate for concept mastery.

(3) Group children for math instruction. (Each group may work on a different concept or the same concept at different levels).

(4) Inform the lab aide <u>in writing</u> (on Friday) of the concepts to be worked on with each lab group for the coming week, with suggestions for possible lab activites.

(5) Participate in the inservice training activites provided by the program.

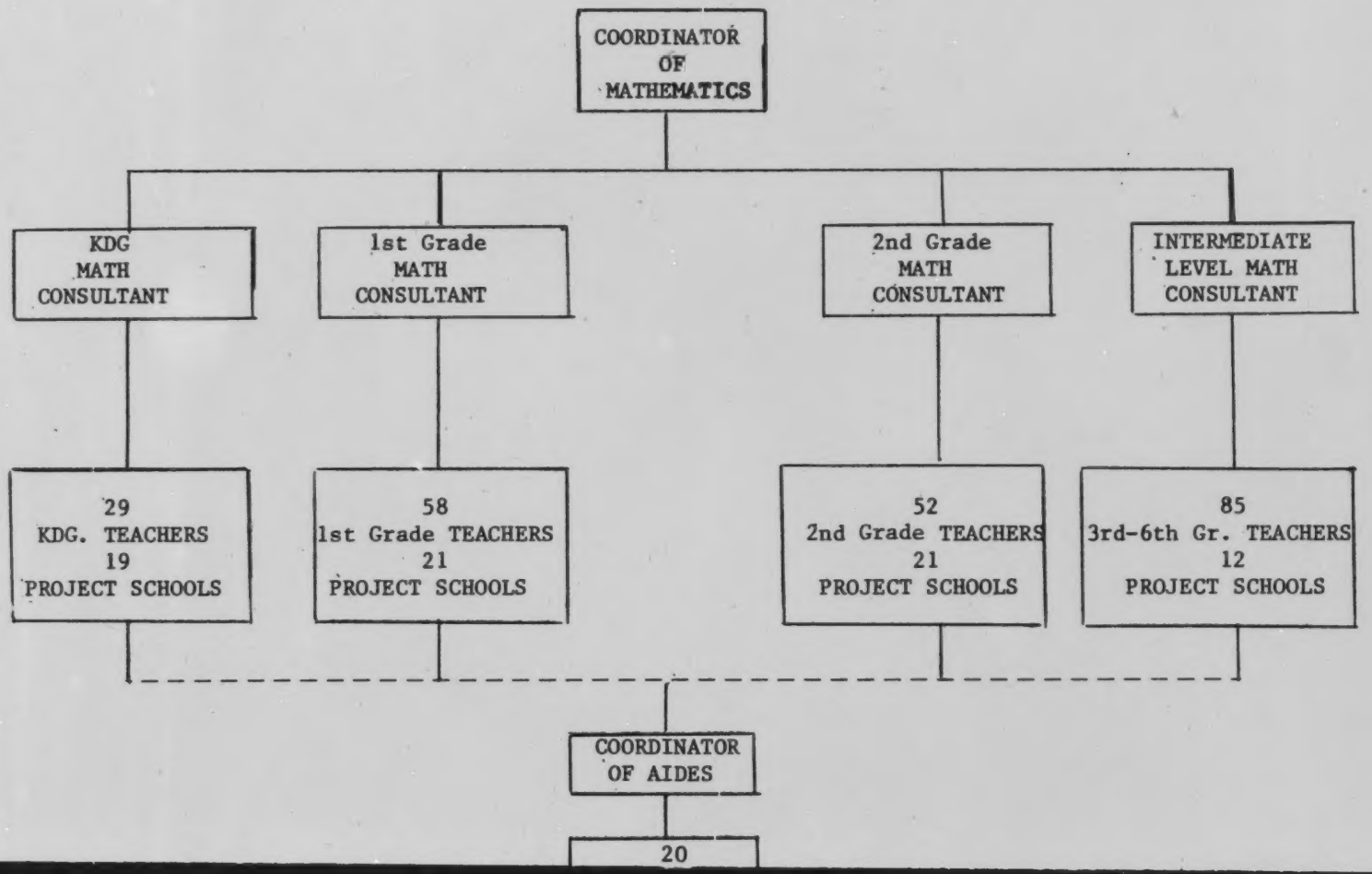
(6) Keep the children's skill sheets current.

(7) Use the adopted math tests <u>only</u> as supplements to the Primary-Intermediate Math program.

(8) Identify and provide additional instructional time for those children in the Title I schools who rank in the lower one-third of the class in concept development.

Chart 03.1 shows the organizational structure of the project personnel.

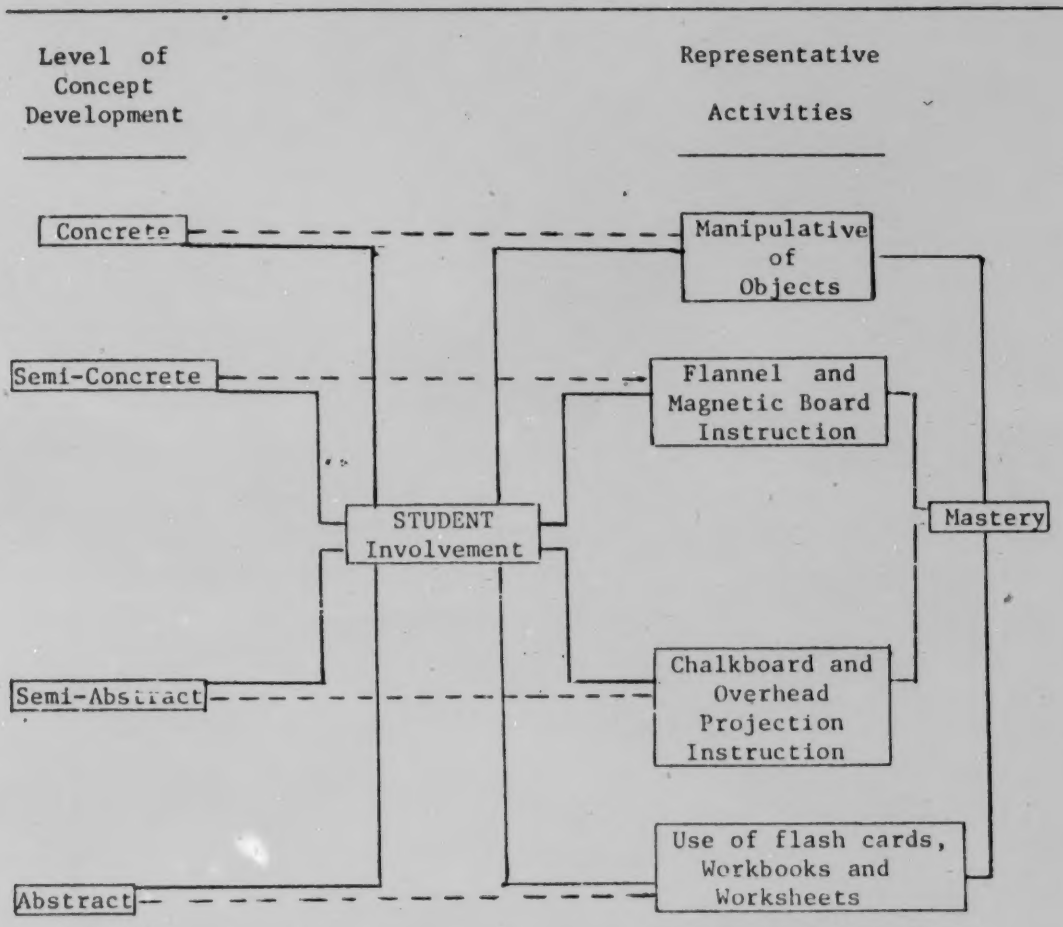
CHART 03.1
ORGANIZATIONAL STRUCTURE OF
PRIMARY AND INTERMEDIATE MATHEMATICS
PROJECT
1974-75
FOURTH YEAR OF IMPLEMENTATION PHASE


COORDINATOR OF MATHEMATICS
KDG MATH CONSULTANT
1st Grade MATH CONSULTANT
2nd Grade MATH CONSULTANT
INTERMEDIATE LEVEL MATH CONSULTANT
29 KDG. TEACHERS 19 PROJECT SCHOOLS
58 1st Grade TEACHERS 21 PROJECT SCHOOLS
52 2nd Grade TEACHERS 21 PROJECT SCHOOLS
85 3rd-6th Gr. TEACHERS 12 PROJECT SCHOOLS
COORDINATOR OF AIDES
20

Procedures

The previous lists of duties of the various types of personnel give some insight into the procedures that are followed in this program. The span of development within this program is viewed as having four phases. Pupil involvement is the key to concept development throughout the levels or stages. Below is a flow chart of the phases including pupil activities.

Chart 03.2

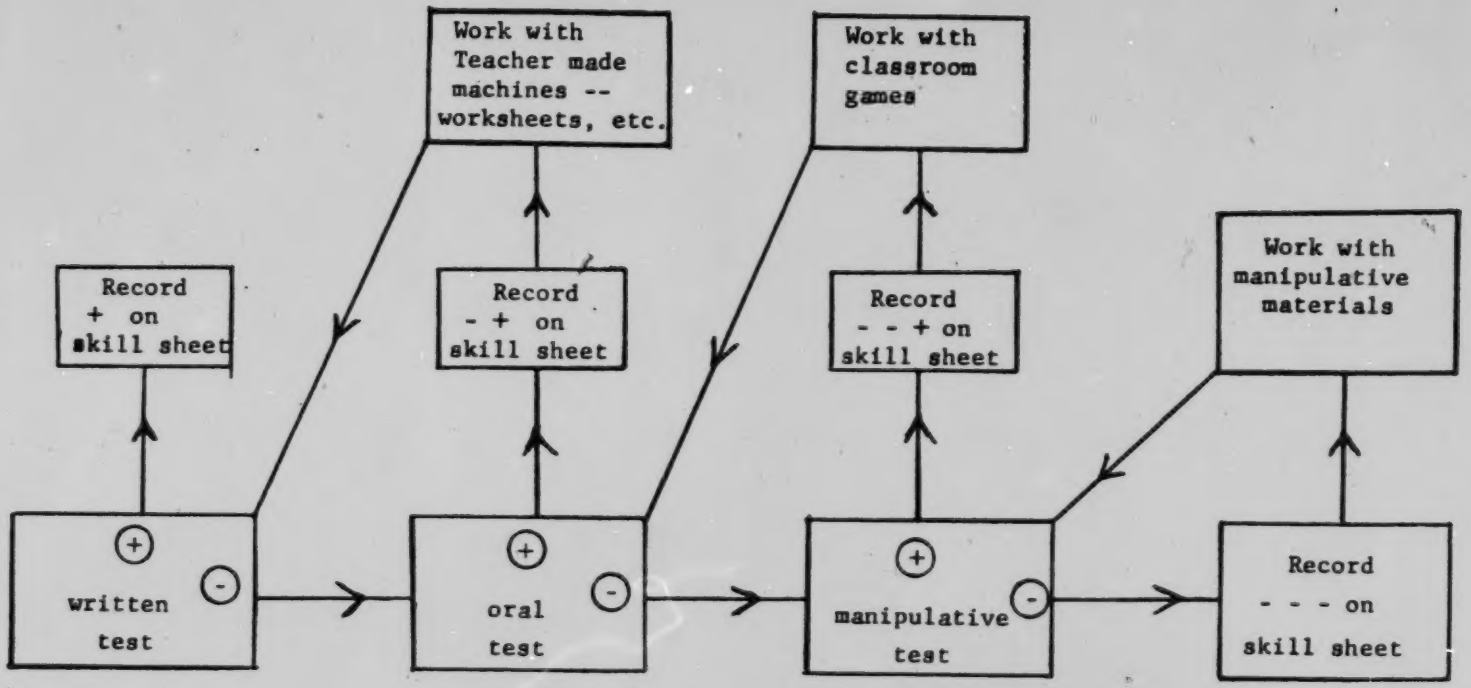


Since the intermediate level program is basically a corrective mathematics program, an important part of the process is diagnosis. Chart 03.3 illustrates diagnostic sequence to concept mastery. The sequence is the reverse of the order followed in teaching a new concept. Each student's mastery level is diagnosed initially through a written test. Failing to achieve the criterion for mastery of a concept at this level, the student is tested orally. Failing

Chart 03.3

CORRECTIVE MATHEMATICS PROGRAM

Diagnostic Sequence To Concept Mastery



to pass the oral test, the student is tested at the manipulative level, The manipulative stage is the basic stage at which a student is introduced to a mathematical concept in which he has displayed no mastery at the higher levels.

Chart 03.04 on page 03.09 demonstrates the flow of pupils through the program and demonstrates more clearly the actual working of the program.

Examples of the Primary Math Skills sheet are shown on pages 03.10 and 03.11. The skills listed are those which a child is expected to master as he progresses through the three grades, kindergarten, first and second. As a child is tested for concept mastery, the date of test is recorded along with the symbols "+" if he scored 80% or more correct or "-" if he scored less than 80%. It is expected that copies of the skill sheets will accompany the child as he progresses from grade to grade so that each receiving teacher can ascertain very quickly at what level to begin instruction.

An example of the Intermediate Math Skills sheet is shown on page 03.12. Mastery of the skills listed on this sheet is expected to take place in grades three through six, special mathematics lab experience being provided for those students who have deficiencies in these areas.

Teachers in schools which were entering the Primary-Intermediate Math Program for the first time and new teachers in other project schools were given an intensive two-week workshop. The workshop for Primary Math teachers was held prior to the opening of school. The Intermediate Math workshop was held during the first part of September 1974. The math consultants conducted the workshops, assisted by the Coordinator of Mathematics. Math aides attended a one-week workshop. Further training sessions were conducted throughtout the school year.

A Program of Mathematics for the Primary Grades (re. Mar. 73) and Intermediate Mathematics Program-Corrective (July 74), both published by the Divison of Curriculum Services, USD 259, Wichita, Kansas each states in its introduction:

"The trend in mathematics is away from the text and cookbook recipe kind of mathematics and toward expensive laboratory work and open-ended experiments. Students are encouraged to move forward as rapidly as possible on an individual basis, with the more able students being encouraged to explore related projects. The imaginative and innovative teacher is freed from the tight textbook approach to mathematics.

Children must, from the beginning, be exposed to the structure of mathematics. They find concepts intensely interesting, can discover and make use of patterns and relationship, can think creatively and analytically, and are stimulated by and interested in new mathematical topics. Also, the learning process is shorter and more effective when it is based upon a conceptual approach that emphasizes the discovery of ideas.

When the actual experiences of children are used as the source of classroom activities, teachers will have little difficulty in making the work interesting and closely related to the needs of individual learners.

Students cannot learn by being told. They must see, hear, feel, smell, and taste for themselves. The terms, hot, sharp, and wet have no meaning for children until they actually experience the physical sensations associated with each word.

Piaget [1] emphasizes two things about active learning. First, a child must be allowed to do things over and over again and thus reassure himself that what he has learned is true. Second, this practice should be enjoyable. Anyone who has observed the look of sheer joy that enlivens the face of a young child when he succeeds in opening a door, standing up on skates, or solving a puzzle, will support Piaget on this point. Unfortunately, too many adults do not regard this as learning. Many still equate learning with work, and work with discomfort or unpleasantness. In fact, one of the most difficult problems for progressive teachers to overcome is the suspicion that many parents have for programs which their children obviously enjoy. "If they like school that much, they can't be working hard enough to learn anything."

This program is not one where children memorize a vast number of facts. It is a program designed to teach children exactly what certain facts mean. Many children have no understanding of what is going on in mathematics. They may be able to memorize statements such as 7 + 3 = 10, or 10 - 3 = 7 without the slightest idea of what those statements really mean. For these children, mathematics is an unending mystery. It will remain a mystery unless they are taught in a logical and precise manner exactly what mathematical statements mean.

Budget

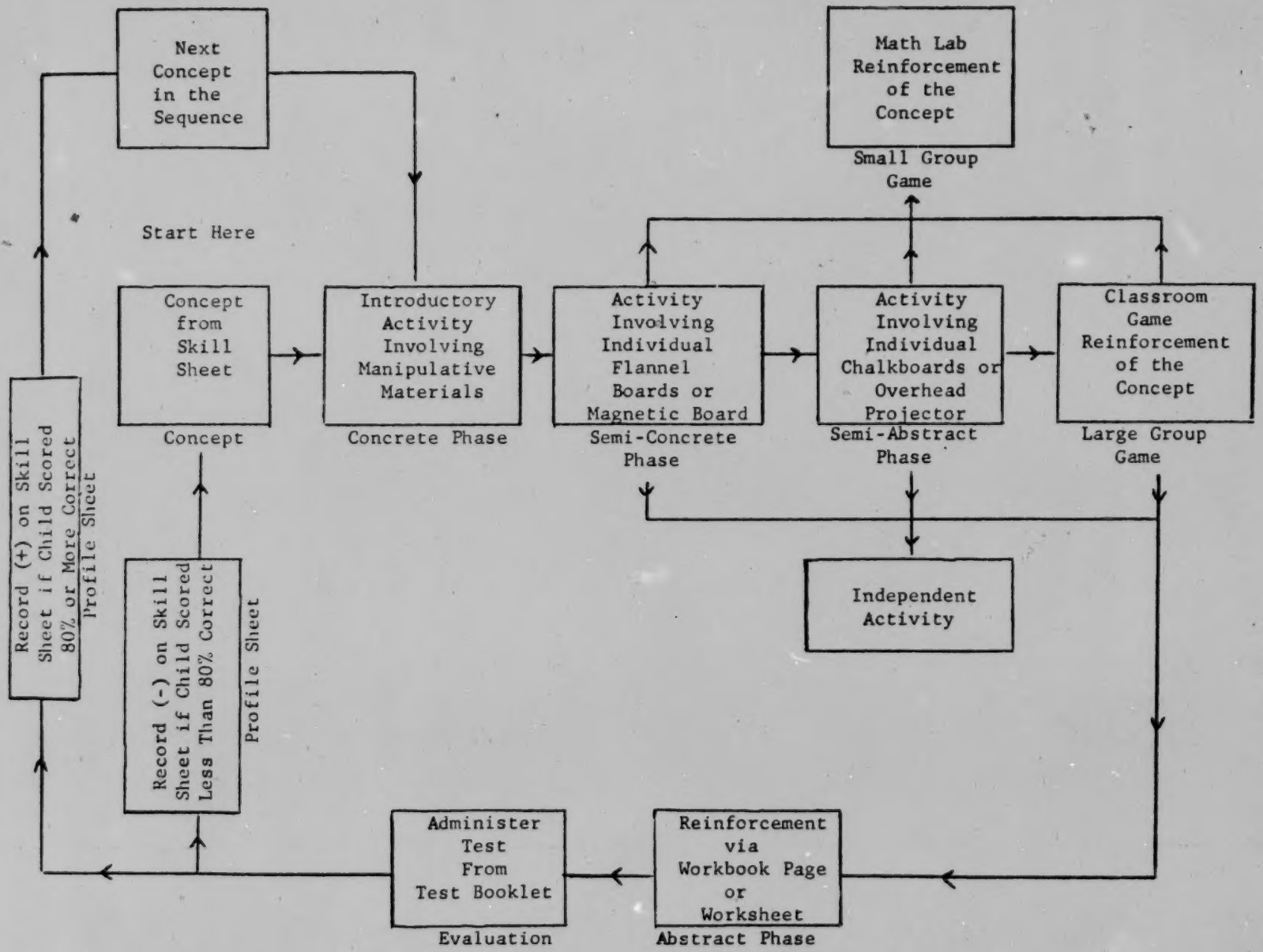
Budgeted direct costs of this project were as follows:

Salaries		
Math Consultants (3 Primary and 1 Intermediate)	$49,106	
Secretary (10 months)	5,000	
Training	4,000	
Instructional Aides (20 Inst. Aides and 1 Coordinator)	70,728	$128,834
Contract Services		
Consultants	$ 160	
Workshop (summer 75)	9,804	
Telephone	620	10,584
Other		
Supplies	$19,260	
Travel and Auto Allowance	6,515	
Equipment	5,000	$ 30,775
TOTAL		$170,193

Based upon the number of Title I pupil participants, 1,868, the per pupil cost was $91.11.

[1] Edith E. Biggs and James R. Maclean. Freedom to Learn. Redding, Massachusetts: Addison Wesley, 1969

SCHEMATIC DIAGRAM OF PRIMARY MATH PROGRAM


Next Concept in the Sequence
Start Here
Concept from Skill Sheet
Concept
Introductory Activity Involving Manipulative Materials
Concrete Phase
Activity Involving Individual Flannel Boards or Magnetic Board
Semi-Concrete Phase
Activity Involving Individual Chalkboards or Overhead Projector
Semi-Abstract Phase
Classroom Game Reinforcement of the Concept
Large Group Game
Math Lab Reinforcement of the Concept
Small Group Game
Independent Activity
Record (+) on Skill Sheet if Child Scored 80% or More Correct
Profile Sheet
Record (-) on Skill Sheet if Child Scored Less Than 80% Correct
Profile Sheet
Administer Test From Test Booklet
Evaluation
Reinforcement via Workbook Page or Worksheet
Abstract Phase

PRIMARY MATH SKILLS

School _____ Name _____

Teacher _____ Grade _____

Comparisons	Size		Height		Weight		Length		Volume		Sets		Age	
	Large	Small	Tall	Short	Heavy	Light	Long	Short	More	Less	More	Less	Old	Young
Positional Relationship	Under	Over	Top	Bottom	Front	Back	High	Low	Far	Near	Between			
Counting by Ones	Rational to 10		Rote-Rational to 20		Rote-Rational to 100		Serial to 10		Ordinals to Fifth		Ordinals to Tenth		Ordinals to Twentieth	
Counting by Twos	Rational to 20		Rote to 100		Counting by Fives		Rational to 50		Rote to 100		Counting by Tens to 100		Counting by Hundreds to 1000	
Recognition of Sets	0-3		0-4		0-5		0-6		0-7		0-8		0-10	
One-to-One Matching	Equivalent		Non-Equivalent		Number Word Recognition		One to Ten		One to Fifty		One to One Hundred		One to One Thousand	
Recognition of Numerals	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Forming Sets for Numerals	1-5		1-7		1-9		1-11		1-13		1-15		1-20	
Matching Numerals with Sets	1-5		1-7		1-9		1-11		1-13		1-15		1-20	
Writing Numerals	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Order of Numbers	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Number Comparisons	Before		After		Between		One More or One Less		Less Than		Greater Than		Even and Odd Numbers	
Conservation of Sets	1-4		1-6		1-8		1-10		1-12		1-14		1-18	
Joining Sets	1-4		1-6		1-8		1-10		1-12		1-14		1-18	
Addition Facts	1-4		1-6		1-8		1-10		1-12		1-14		1-18	

PRIMARY MATH SKILLS

School _____ Name _____ 03.11

Teacher _____ Grade _____

Separating Sets	1-4	1-6	1-8	1-10	1-12	1-14	1-18
Subtraction Facts	1-4	1-6	1-8	1-10	1-12	1-14	1-18
Place Value	Ones	Tens	Hundreds	Expanded Notation	Regrouping	In Addition	In Subtraction
Addition Concepts	Commutative Property	Associative Property	Missing Addend	3 Addends	2 Digit Addends No Renaming	2 Digit Addends With Renaming	3 Digit Addends No Renaming
Subtraction Concepts	Vertical Subtraction	2 Digit No Renaming	2 Digit With Renaming	3 Digit No Renaming			
Equivalent Subsets	Twos	Threes	Fours	Fives			
Multiplication Facts	1-2	1-3	1-4	1-5	Multiplication Concepts	Commutative Property	Vertical Multiplication
Understands the Symbols	+	-	×	<	>	=	□
Use of the Number Line for	Order 1-10	Order 1-20	Addition Facts to 10	Addition Facts to 18	Subtraction Facts to 10	Subtraction Facts to 18	Multiplication Facts to 5
Fractions	1/2	1/4	3/4	1/3	2/3		
Measurement of Capacity	Cup	Pint	Quart	Gallon	Cup-Pint	Pint-Quart	Quart-Gallon
Measurement of Time	Month	Day	Hour	Half Hour	Quarter Hour		
Measurement of Length	Foot	Inch	Half Inch	Quarter Inch			
Measurement of Money	Penny	Nickel	Dime	Quarter	Half-Dollar	Dollar	Values
Geometry	Inside Closed Curve	Outside Closed Curve	On Closed Curve	Recognition of Triangle	Recognition of Square	Recognition of Rectangle	Recognition of Circle

Legend: + and Date-Indicates Mastery (Tested on indicated date and scored 80% or more correct)
- and Date-Indicates Needs Improvement (Tested on indicated date and scored less than 80% correct)

UPPER GRADE CORRECTIVE PROGRAM

BASIC COMPUTATIONAL SKILLS SHEET

Teacher _____ Name _____

School _____ Grade _____

PLACE VALUE	Ones	Tens	Hundreds	Thousands	Millions	Expanded Notation
REGROUPING	Ones → Tens	Tens → Ones	Tens → Hundreds	Hundreds → Tens	Hundreds → Thousands	Thousands → Hundred
(Joining Sets) ADDITION OF WHOLE NUMBERS	Facts to 10	Facts to 18	Missing addend	2 digit addends	3 digit addends	4 digit addends
(Separating Sets) SUBTRACTION OF WHOLE NUMBERS	Facts to 10	Facts to 18	Missing minuend	2 digit minuend	3 digit minuend	4 digit minuend
(Equivalent Sets and Subsets) MULTIPLICATION OF WHOLE NUMBERS	Facts to 5 x 9	Facts to 9 x 9	2 digit by 1 digit	2 digit by 2 digit	3 digit by 2 digit	3 digit by 3 digit
(Partioning Sets) DIVISION OF WHOLE NUMBERS	Facts to 45 ÷ 5	Facts to 81 ÷ 9	1 digit division (no remainder)	1 digit division (remainder)	2 digit division (no remainder)	2 digit division (remainder)

EVALUATION

Performance objectives for each grade level were selected for evaluation. These are as follows:

1. Kindergarten primary math project pupils will demonstrate an increase in mathematics readiness as shown by their responses pretest and posttest to an orally administered locally developed achievement test. The number and percent who score 50 or more on posttest of a possible 60 points or who make a growth of 15 points will be reported.

2. First grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction as shown by their responses pretest and posttest to a 100-point locally developed achievement test (40 points oral, 60 points written). The number and percent who score 80 or more on posttest or who make a growth of 35 points will be reported.

3. Second grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, and multiplication as shown by their responses pretest and posttest to a 100-point locally developed achievement test (all written). The number and percent who score 80 or more or who make a growth of 25 points will be reported.

4. Third grade intermediate mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction, as shown by their responses pretest and posttest to a 70-point locally developed written achievement test. The number and percent who score 56 or more or who make a growth of 10 points will be reported.

5. Fourth grade intermediate mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, muliplication, place value, and regrouping as shown by their responses pretest and posttest to a 140-point locally developed written achievement test. The number and percent who score 112 or more or who make a growth of 20 points will be reported.

6. Fifth grade intermediate mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction,multiplication, division, place value and regrouping as shown by their responses pretest and posttest to a 175-point locally developed written achievement test. The number and percent who score 140 or more or who make a growth of 25 points will be reported.

7. Sixth grade intermediate mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, multiplication, division, place value and regrouping as shown by their responses pretest and posttest to a 175-point locally developed written achievement test. The number and percent who score 140 or more or who make a growth of 10 points will be reported.

Pretest and posttest results for each grade level are shown in Tables 03.1 through 03.7. Participation statistics are shown in Table 03.8. Pupils who did not have both pretest and posttest scores are not included in this report.

Each table shows the mean pretest and mean posttest for each school, as well as the mean gain. Also shown are the number and percent of pupils who met or exceeded the specified objective. The same information is shown for the total grade level. At the kindergarten level, 77.6 percent of the pupils met the objective with a range among project schools of 42.8 to 100 percent. At the second grade level, 78.7 percent of the participants met or exceeded the stated objective, with a range of 40 to 100 percent by schools. Results for the third grade group show 92.4 percent meeting the objective, ranging among schools from 70 to 100 percent. Ninety-three percent of the fourth grade pupils met the objective, the schools ranging from 47.4 to 100 percent. At the fifth grade level, 84.5 of the pupils met the objective, with a range of 52.2 to 100 percent by schools. Ninety-eight percent of the sixth grade participants met the objective for that grade level, and the range among schools was 83.3 to 100 percent. For grades four, five, and six, over half of the project schools had 100 percent of the pupils meeting the stated objectives. Overall, 1543 of the 1868 pupils with complete test data, or 82.6 percent, met or exceeded the project objectives.

Although this was the first year of participation at the intermediate level, the project schools at this level achieved on the average, larger percentages of pupils meeting the objectives than did the lower grades. In most cases for both primary and intermediate levels, being in the first year of participation did not seem to affect a school's achievement adversely.

Table 03.1
Title I
Primary Mathematics
Kindergarten
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 50 or with 15 point gain	Percent
Alcott	10	37.1	52.6	15.5	10	100.0
Dodge	32	28.9	45.8	16.9	22	68.7
Franklin	28	30.5	50.7	20.2	23	82.1
Funston	23	30.6	51.3	20.7	19	82.6
Harry Street	21	21.9	41.1	19.2	9	42.8
Ingalls	38	31.1	50.1	19.0	25	65.8
Irving	21	23.7	43.8	20.1	12	57.1
Kellogg	20	33.8	49.2	15.4	17	85.0
Lincoln	24	30.5	45.9	15.4	19	79.2
Linwood	14	30.0	52.0	22.0	12	85.7
Longfellow	26	33.4	54.4	21.0	24	92.3
L'Ouverture	18	37.6	54.0	16.4	17	94.4
MacArthur	18	29.1	47.6	18.5	10	55.6
Mueller	29	34.7	51.8	17.1	25	86.2
Park	5	23.6	43.8	20.2	4	80.0
Payne	21	31.2	48.5	17.3	16	76.2
Rogers	29	27.7	47.0	19.3	23	79.3
Washington	19	35.9	58.2	22.3	19	100.0
Wells	19	32.5	49.5	17.0	16	84.2
TOTAL	415	30.8	49.4	18.6	322	77.6

Table 03.2
Title I
Primary Mathematics
First Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 50 or with 15 point gain	Percent
Alcott	9	38.7	77.3	38.6	4	44.4
Dodge	37	39.4	71.9	32.5	30	81.1
Franklin	18	37.5	70.2	32.7	15	83.3
Funston	6	36.3	77.8	41.5	4	66.7
Harry Street	26	36.5	81.3	44.8	18	69.2
Holy Savior	15	38.1	65.4	27.3	14	93.3
Ingalls	28	39.3	84.6	45.3	23	82.1
Irving	23	30.9	72.6	41.7	16	69.6
Kellogg	13	42.0	73.7	31.7	10	76.9
Lincoln	23	42.4	77.9	35.5	18	78.3
Linwood	7	44.7	80.6	35.9	6	85.7
Longfellow	25	46.2	77.2	31.0	25	100.0
L'Ouverture	24	44.2	72.4	28.2	20	83.3
MacArthur	29	36.8	77.7	40.9	18	62.1
Mueller	45	49.2	83.8	34.6	37	82.2
Our Lady of Guadalupe	8	38.6	75.4	36.8	4	50.0
Park	8	38.6	84.9	46.3	5	62.5
Payne	32	41.7	77.9	36.2	25	78.1
Rogers	24	38.1	75.6	37.5	16	66.7
Washington	16	43.9	80.8	36.9	13	81.2
Wells	13	39.3	81.7	42.4	10	76.9
TOTAL	429	40.7	77.3	36.6	331	77.2

Table 03.3
Title I
Intermediate Mathematics
Second Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 80 or with 25 point gain	Percent
Dodge	21	44.9	79.0	34.1	13	61.9
Franklin	20	57.1	81.6	24.5	20	100.0
Funston	20	56.4	86.5	30.1	18	90.0
Harry Street	26	56.3	79.9	23.6	25	96.1
Holy Savior	5	40.8	77.0	36.2	2	40.0
Ingalls	36	61.7	88.6	26.9	33	91.7
Irving	25	54.0	76.8	22.8	23	92.0
Kellogg	9	42.9	70.6	27.7	4	44.4
Lincoln	13	43.9	79.6	35.7	9	69.2
Linwood	25	48.4	73.4	25.0	19	76.0
Longfellow	10	40.7	69.0	28.3	5	50.0
L'Ouverture	26	38.2	70.5	32.3	15	57.7
MacArthur	36	53.8	76.7	22.9	29	80.5
Mueller	41	56.2	77.3	21.1	33	80.5
Our Lady of Guadalupe	7	67.0	88.6	21.6	7	100.0
Park	8	52.0	75.0	23.0	6	75.0
Payne	14	49.5	72.9	23.4	11	78.6
Rogers	34	44.7	80.4	35.7	23	67.6
Washington	17	51.4	77.8	26.4	13	76.5
Wells	11	57.6	86.6	29.0	10	90.9
TOTAL	404	51.6	78.7	27.1	318	78.7

Table 03.4
Title I
Intermediate Mathematics
Third Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Main Gain	Number Posttest Scores > 56 or with 10 point gain	Percent
Dodge	26	52.8	60.0	7.2	22	84.6
Franklin	21	44.1	61.4	17.3	19	90.5
Holy Savior	9	51.4	66.9	15.5	9	100.0
Ingalls	30	53.8	62.9	9.1	27	90.0
Kellogg	10	48.2	62.8	14.6	7	70.0
Linwood	12	49.8	64.6	14.8	12	100.0
Longfellow	19	53.7	62.3	8.6	18	94.7
Mueller	46	50.8	66.3	15.5	45	97.8
Our Lady of Guadalupe	12	47.7	64.3	16.6	12	100.0
Payne	28	46.6	63.2	16.6	25	89.3
Washington	11	46.0	65.3	19.3	11	100.0
TOTAL	224	50.0	63.6	13.6	207	92.4

Table 03.5
Title I
Intermediate Mathematics
Fourth Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 112 or with 20 point gain	Percent
Dodge	44	85.2	123.8	38.6	43	97.7
Franklin	25	80.8	124.2	43.4	24	96.0
Holy Savior	12	100.2	132.9	32.7	12	100.0
Kellogg	22	75.6	126.1	50.5	20	90.9
Linwood	17	72.6	126.0	53.4	17	100.0
Longfellow	19	94.6	107.2	12.6	9	47.4
Our Lady Of Guadalupe	13	72.2	115.8	43.6	13	100.0
Payne	30	84.0	128.2	44.2	30	100.0
Washington	19	77.3	118.6	41.3	19	100.0
TOTAL	201	82.5	122.9	40.4	187	93.0

Table 03.6
Title I
Intermediate Mathematics
Fifth Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 140 or with 25 point gain	Percent
Dodge	11	148.4	157.9	9.5	10	90.9
Franklin	12	128.1	141.4	13.3	9	75.0
Holy Savior	6	143.8	151.8	8.0	6	100.0
Kellogg	13	125.4	158.1	32.7	13	100.0
Linwood	2	117.5.	161.5	44.0	2	100.0
Longfellow	23	112.3	121.2	8.9	12	52.2
Our Lady of Gaudalupe	6	135.8	170.5	34.7	6	100.0
Washington	24	121.1	162.7	41.6	24	100.0
TOTAL	97	125.8	148.9	23.1	82	84.5

Table 03.7
Title I
Intermediate Mathematics
Sixth Grade
1974-75

School	N	Pretest Mean	Posttest Mean	Mean Gain	Number Posttest Scores > 140 or with 10 point gain	Percent
Dodge	21	135.0	173.8	38.8	21	100.0
Franklin	13	141.2	161.9	20.7	13	100.0
Holy Savior	12	140.5	157.6	17.1	12	100.0
Kellogg	7	146.3	162.0	15.7	7	100.0
Linwood	6	117.7	138.5	20.8	5	83.3
Longfellow	14	125.4	142.5	17.1	13	92.9
Our Lady of Gaudalupe	5	138.4	171.4	33.0	5	100.0
Washington	20	117.4	160.5	43.1	20	100.0
TOTAL	98	131.4	159.9	28.5	96	98.0

Table 03.8
Participation Statistics*
Title I
Primary-Intermediate Mathematics Project
1974-75

Grade	Sex		Race**							
	Male	Female	1	2	3	4	5	6	7	Total
Kindergarten	208	196	235	94	1	2	15	5	52	404
First	209	208	267	78	7	0	17	2	46	417
Second	208	164	251	88	0	1	13	2	17	372
Third	117	107	120	69	5	0	5	1	24	224
Fourth	102	99	130	40	1	0	3	3	24	201
Fifth	48	49	59	13	2	0	5	2	16	97
Sixth	55	43	60	12	1	0	0	1	24	98
Totals										
Numbers	947	866	1122	394	17	3	58	16	203	1813
Percent	52.2	47.8	61.9	21.7	.9	.2	3.2	.9	11.2	

* Students for whom data were available

**Race Key: 1=White, 2=Black, 3=American Indian, 4=Puerto Rican, 5=Mexican-American, 6=Oriental, 7=Other

RECOMMENDATIONS

As recommended in last year's report, the project was expanded into upper elementary grade levels. With this expansion and the participation of five additional schools in the lower grade levels, the number of pupils participating in the program more than doubled over the previous year. All Title I elementary schools are involved in the project at the kindergarten, first and second grade levels.

Basic mastery concepts are clearly stated for all levels and a systematic approach has been developed to teach these concepts. A log of each child's progress accompanies that child from grade to grade so that he begins his study of mathematical concepts at a level equal to his ability. This program appears to have achieved its stated objectives at an acceptable level considering that only the most deficient pupils are scheduled.

The Primary-Intermediate Mathematics Program is recommended for continuation. Consideration should be give to the expansion of the intermediate level program to include all Title I schools.

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE NEGLECTED CHILDREN'S INSTITUTIONAL PROGRAM 1974-75

Funded by ESEA PL 89-10
Title I
Project Number 75131

Prepared by
Terry E. Moore, Research Assistant
Department of Program Evaluation

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

48

July 1975

NEGLECTED CHILDREN'S PROGRAMS 1974-75

SUMMARY

During the 1974-75 school year, three homes for neglected children participated in the project. Ten teachers served these homes by providing remedial, corrective or tutored instruction in reading and mathematics. Due to the high pupil turnover, the total number of children participating in the project exceeded the combined Washington approved case load of 100. The pupil total was 126, however, the full time equivalent number would be smaller. Evaluation was difficult due to the fact that only a small percentage of students had both pre and post test data upon which to judge progress toward the stated objectives. The program was recommended for continuation with modifications.

ACTIVITY CONTEXT

Regardless of the quality of the care a child receives in an institutional setting, it is difficult for him to receive the same amount and kind of praise and attention given to children in more normal home environments having stable family relationships. Receiving parental encouragement and expression of interest in his or her school experience helps to motivate the child toward achievement in the academic setting. Lacking this kind of parental attention, the child finds less satisfaction in achieving success in school. In response to this problem, the Title I project directors felt that some sort of compensatory effort needed to be directed toward the residential homes for neglected children. Conferences with institutional directors determined the kinds of programs most desired.

The scope of the program has changed since its initial implementation in 1966-67. At that time Title I funds were made available to provide enrichment opportunities in music, art and physical education. During the years following, the program was expanded to include corrective reading, corrective mathematics, arts, crafts, home economics instruction, and counseling services. In 1973-74, the scope of the program was restricted, emphasis being placed solely upon corrective reading and mathematics instruction. The emphasis remained on those two components for the 1974-75 school year.

PROGRAM DESCRIPTION

Scope

A total of 126 children participated in the program. Ten teachers, two instructional aides, and a speech therapist provided the instruction

on a part time basis. The program's major objective was to provide supplemental instruction in reading and mathematics.

Personnel

Coordination for the project was provided as an additional duty of the Title I Parent Coordinator. Because of the arrangement, no direct salary charge was attributed to the program. Functions performed throughout the year by the coordinator were as follows:

1. Acted as liaison among teachers, institutional directors, and Title I administration in matters relating to the project.
2. Supervised teachers in the project.
3. Organized and conducted inservice training for project teachers.
4. Made routine checks of supply items.
5. Conducted conferences with regular teachers of institutional children.
6. Provided individual help where needed.
7. Made recommendations for changes in program.

Ten teachers were employed from among the district's regular staff. In most cases, the teaching assignment for the institutional program was similar to the teacher's regular assignment. Two instructional aides were employed to assist the teachers. Services of a speech therapist were also made available. An inservice training session was held early in the school year to discuss program content and activities.

Procedures

During the 1974-75 school year, programs were conducted in three homes for neglected children: Maude Carpenter, Phyllis Wheatley, and Wichita Children's Home. The improvement of basic skills in reading and mathematics was emphasized. Instructional techniques similar to those used in Title I day programs were employed. Teachers and aides met with pupils several times per week, according to each child's need. The pupils were placed in either remedial groups, or corrective groups, or received individual tutoring instruction. Reading instructors were available six hours per week, and math instructors spent four hours per week in each home. Instruction was occasionally integrated with other activities in order to increase pupil interest and to demonstrate practical application of the skills. For example, a cooking project might emphasize reading recipes and correct measurement of ingredients, thereby employing both reading and mathematics skills.

Budget

A.	Salaries		
	Wichita Children's Home		
	2 Reading Teachers	$2,326	
	2 Math Teachers	1,402	
	1 Math Aide	50	
	Phyllis Wheatley		
	2 Reading Teachers	2,326	
	2 Math Teachers	1.402	
	1 Math Aide	50	
	Maude Carpenter		
	1 Reading Teacher	1,063	
	1 Math Teacher	875	
	In-Service	219	
	Speech Therapist	875	$10,588
B.	Other Expenses		
	Bus trips	$ 25	
	Supplies	1,650	
	Community Related Experiences	200	
	Equipment	1,265	3,140
			$13,728

Based upon the Washington approved case load of 100 children for the three institutions combined, the average per pupil expenditure was $137.28.

EVALUATION

Programs for neglected children were planned to provide an additional input into the range of experience of institutionalized children. Emphasis was given to the strengthening of basic academic skills. The objectives were stated as follows:

1. Children residing in institutions for neglected children will improve their reading knowledge as shown by posttest scores greater than pretest scores on the McGrath Reading Tests.
2. Children residing in institutions for neglected children will improve their mathematics skills as shown by posttest scores greater than pretest scores on a locally developed mathematics skill sheet.

Participation statistics appear in Table 04.1. Slightly more boys were involved in the programs than girls. Three-fourths of the children were white and nearly all the rest were black. Only three children were of American Indian descent and no other races were reported.

TABLE 04.1

NEGLECTED CHILDREN'S INSTITUTIONAL PROGRAMS
PARTICIPATION STATISTICS
1974-75

Grade	Sex		Race*			Total
	Male	Female	1	2	3	
Kindergarten	7	6	9	4	0	13
First	6	3	9	0	0	9
Second	9	4	10	3	0	13
Third	6	2	4	4	0	8
Fourth	5	7	8	4	0	12
Fifth	9	3	12	0	0	12
Sixth	5	4	7	2	0	9
Seventh	5	5	9	1	0	10
Eighth	4	4	7	1	0	8
Ninth	4	6	6	1	3	10
Tenth	1	1	1	1	0	2
Eleventh	0	4	3	1	0	4
Twelfth	1	2	3	0	0	3
Not Reported	8	5	7	6	0	13
Total	70	56	95	28	3	126
Percent	56	44	75.4	22.2	2.4	100.0

* 1=White, 2=Black, 3=American Indian

Although improved participation report sheets were developed for use in this project, few instructors followed the recommended procedure for reporting data. Complete test data was available for only fourteen students in the reading progeam. These students ranged in grade from fourth through the eighth. Their scores showed that every student posttested at a level equal to or above his pretest level. The McGrath reading test is composed of three subtests: word recognition, oral paragraph reading, and word meanings. The average gain achieved in word recognition was 1.57 grade levels. The average gain in oral reading scores was 2.71 grade levels. The students achieved an average grade level gain of 1.39 on the word meanings subtest. Nine of the fourteen students achieved the performance objective. Although only 64% of the reading students reported here achieved a gain in posttest scores for all three of the reading subtests, not one student showed a loss on any of the subtests.

Complete test data was available for 27 math students, ranging in grade from kindergarten through the twelfth grade. Raw score gains on the posttest ranged from 0 to 76. The average gain was 17.8 raw score points. The largest mean gain was made by the third grade pupils, the average gain being about 40 points, however it is difficult to draw firm conclusions from samples of such limited size. With one exception, all students achieved the performance objective of achieving posttest scores greater than pretest scores.

RECOMMENDATIONS

As was stated in last year's report, difficulties are encountered when conventional objectives are applied in atypical settings. Small class sizes, high pupil turn-over rate, and lack of complete test data combine to make an evaluation of the achievement of performance objectives inconclusive. Serious doubts arise concerning the effectiveness of this type of program in the area of neglected children's homes. The pupils receive much the same instruction in this program as is offered in their day school classes. It is recommended that experiences other than academic be provided. If possible, this project should offer the recreational, enrichment and social experiences which have been lacking in the developmental history of these institutionalized children. The program is recommended for continuation with major modifications.

05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PROGRAM FOR DELINQUENT CHILDREN

1974-75

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1975

PROGRAM FOR DELINQUENT CHILDREN
1974-75

SUMMARY

This program for delinquent children provided reading and mathematics instruction to residents at Lake Afton Boys Ranch during the school year 1974-75. A program in reading and mathematics was also provided from late March 1975 to the end of May 1975 for residents of the juvenile detention facility at the Sedgwick County Courthouse. One teacher at each of these facilities was provided through Title I funds. The Wide Range Achievement Test was given as a pretest and posttest both semesters at Lake Afton Boys Ranch. Twenty-three boys had both pre and posttest the first semester. This group gained an average of 1.2 years in reading and 0.3 years in mathematics during an average of 42 school days in the program. Sixty-three boys had pre and posttest the second semester. This group gained an average of one year in both reading and mathematics during an average stay at the Ranch of 59 school days. The objective of one year gain in reading and mathematics in a 60 day period was met in reading the first semester, and both reading and math the second semester.

Data were not available on the two month program at the Courthouse facility.

ACTIVITY CONTEXT

During 1974-75 this program was in operation at Lake Afton Boys Ranch and an upper-age juvenile detention facility located in the County Courthouse. Both sites are administed by the Sedgwick County Juvenile Court. Educational programs operated within these institutions are administed by the Department of Special Education of the Wichita Public Schools.

Some Title I programs were started during the summer of 1967 for institutional residents. Girls who were residents of Friendly Gables were also included in the Title I programs. Friendly Gables was closed in 1972. Since that time, until this year, the Title I effort was concentrated at Lake Afton Boys Ranch.

PROGRAM DESCRIPTION

Scope

Pupils served by the program were those assigned to the institutions by the Juvenile Court. The main purpose of these programs were to provide instruction in reading and math to institutional residents.

Personnel

One instructor at Lake Afton was full-time throughout the school year. The instructor at the Courthouse facility was full-time from late March 1975 through May 1975.

Procedures

This report covers the academic year 1974-75. The program at Lake Afton Boys Ranch was in operation the entire year. The program at the Courthouse facility started in late March 1975 and concluded the last of May. It was in operation approximately two months.

Three groups were organized for instruction at Lake Afton. One group utilized teacher initiated lessons, programmed work and fairly rigid teacher control. Basic reading and mathematics skills were emphasized. Pupils from this first group moved to group two as they progressed in skills and behavior. Group two emphasized basic skill areas with less teacher direction. Project worksheets gave direction to studies. Group two students could progress to group three which allowed student more freedom in movement and in choosing areas of skill development. Students in this group sometimes helped tutor others in selected basic skills.

At the Courthouse facility the instructor determined academic need, then gave prescriptive type instruction. Science Research Associates programmed material was used in mathematics instruction. A variety of other programmed materials as well as material from the school district Special Education Department were used in reading instruction. Much individual instruction was given. Other instruction ocurred in small groups no larger than six pupils. Two hours per day was the maximum instruction time for anyone student. The instructor assisted some students in studying for the General Educational Development Test. Volunteer tutors from Friends University averaged about 1½ hours per day of work with students. In addition a retired teacher gave voluntary tutoring. Since little other activity existed within the facility, students were highly motivated to participate in the program.

Budget

The budget for Lake Afton Boys Ranch was $18,562.

The budget for the Courthouse facility for one semester was $7,000.

EVALUATION

Objectives

The students in the program will gain one grade level of achievement in reading for every 60 days he is in the program as measured by the Wide Range Achievement Test (WRAT).

The students in the program will gain one grade level of achievement in mathematics for every 60 days he is in the program as measured by the WRAT.

One hundred twenty-seven different students were served at the Lake Afton facility during the first semester. The highest enrollment was 47 at the end of the semester. The average daily attendance was 36. Seventy-seven students enrolled and withdrew during the first semester. The average stay for this group was 28 school days. The longest stay was 90 days and shortest was one day.

During the second semester a total of 112 students were enrolled in the program. The average stay was 45 school days. The longest stay was 90 days and the shortest was two days. The average daily attendance for the second semester was 43.

The first semester 47 students were given the WRAT on a pretest. They had an average of 2.8 grade levels below their current grade placement in reading and 3.7 grade levels below in mathematics. Twenty-three of these students were given the WRAT as a posttest before their release from Lake Afton. These 23 students gained 1.2 years in reading and 0.3 years in mathematics. The students in the group were in the program an average of 42 school days.

During the second semester the WRAT was given to 110 students as a pretest. These students were an average of 2.6 years below grade level in reading and 3.4 years below grade level in mathematics. The WRAT was given as a posttest to 63 of these students. These students gained an average of one year in reading and one year in mathematics. The students in this group were present for an average of 59 school days.

The objective in reading the first semester was achieved in reading, but not in mathematics.

Both objectives were achieved the second semester.

Data for the program at the Courthouse facility were not submitted at the end of the program, therefore an evaluation of the objectives cannot be made.

RECOMMENDATIONS

The program at Lake Afton Boys Ranch appears to be successful in increasing reading and mathematics achievement, it is recommended that it be continued.

06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PRESCHOOL PROGRAM

1974-75

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1975

PRESCHOOL, 1974-75

SUMMARY

A total of 217 pupils were involved in the Title I preschool program. One hundred twenty-four were four-year-olds and 93 were three-year-olds. The objective of 90 percent of the pupils in the program one year would score at the 50th percentile or above as measured by the Caldwell Preschool Inventory was achieved. Home visits by teachers and parent coordinators totaled 1,199. There were 15 meetings for parents of three-year-olds and 12 meetings for parents of four-year-olds. Emphasis was placed on parental involvement in the program for three-year-olds.

ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. Sixteen pupils who were on the Head Start waiting list were in this first group. The program was expanded in 1970-71 to include two classes of approximately 20 pupils each. The present program organizational format was initiated in 1971-72 and included 111 children. In 1972-73, 227 pupils were enrolled: 119 were four-year-olds and 108 were three-year-olds. The 1973-74 program included 113 four-year-olds and 115 three-year-olds.

PROGRAM DESCRIPTION

Scope

A total of 217 pupils were in the preschool programs. The program for three-year-olds included 93 participants and the program for four-year-olds, and one class for emotionally disturbed children. Classes were one-half day, five days per week, except three classes for three-year-olds met one-half day four days per week.

The emphases in the Title I preschool program were on language readiness skills, development of positive self-concept, and physical coordination.

Personnel

The personnel involved in the program were:

One program director (.3 position - 10½ months)
Four full-time teachers of four-year-olds
Three full-time teachers of three-year-olds

One full-time teacher of the emotionally disturbed
Two parent educators for Toy Loan Program (1.2 positions)
Two full-time parent coordinators
One nurse (.4 position)
One speech therapist (.2 position)
One baby sitter (part-time for parent meetings)
One full-time secretary
Seven full-time instructional aides
One full-time custodian

Procedures

This report covers the school year 1974-75. The program was housed at the Little Early Childhood Education Center operated by the Wichita Public School District.

The main classroom activities included individual interaction with materials, small group activities, and sequential activities. The activities were designed to further social adjustment, cognitive development, physical coordination, and language development. Some of the areas covered during the year were self concept, shapes and colors, health and hygiene, number concepts, and sensory experiences. Many of the activities were structured around seasons of the year and holidays. An example of a teacher monthly plan sheet is given on page 06.03.

Pupils in the room for the emotionally disturbed were placed there from regular classes. All were returned to regular classes at some time during the year. Parents of pupils in the class for emotionally disturbed received assistance with home management of the child.

Field trips were taken by each class. Trips taken by four-year-olds included:

Neighborhood walks	Bakery
Fire station	Airport
Shrine Circus	Shopping center
City parks	Dentist
Department store Santa	Dairy farm
Public Library	Zoo

Trips taken by three-year-olds included neighborhood walks, a neighborhood city park, Shrine Circus, department store Santa, zoo, and a picnic.

Pupils were provided hot lunches. Efforts to provide families some assistance with clothing and household needs were coordinated through the program and provided contributions from local business firms and civic groups.

Teachers and parent coordinators visited many homes of pupils during the year. The teachers of three-year-olds had one-half day per week released time for home visits.

Meetings for parents were held throughout the school year. Parent coordinators were responsible for planning meetings. Parents were encouraged to provide home activities which would aid in their child's development.

WICHITA PUBLIC SCHOOLS
Research and Evaluation Services Division
Department of Program Evaluation

November

MONTHLY PLAN SHEET: TITLE I PRE-KINDERGARTEN PROGRAM

SUBJECT	CONTENT OR SKILL	TEACHING ACTIVITY	MATERIALS USED	GOALS OR OBJECTIVE
Social Adjustment	Coping Skills Concept of Others Self Concept	Songs "Will You Be A Friend of Mine" / "If You're Happy You Know It" Discussions - Books & Pictures "Share a Cookie with a friend"	Bk & Study Prints - "Understanding Ourselves & Others" Variety of books on moods & emotions Cookies	Children improve in their ability to label & recognize own feelings Children developing empathy. Concerns compassion for others - gain in ability to share
Cognitive Development	Sensory Skills Perceptual Skills (review colors red, yellow, orange into brown) Science (Signs of Autumn)	Glue texture collages "Feel Box" - children identify objects by feel. prepare brown pudding cookies art activities - coloring, pasting, painting / Books & Pictures for discussion Nature walk	variety of materials - sandpaper, satin, velvet, sponges, linoleum common objects from home & classroom - "Feel Box" Natural objects, Brown pictures, Food & art materials Seed pods, leaves, pinecones	Children will have experiences in discriminating textures - feeling & noticing likenesses & differences & in identifying objects by touch Children will review all of the Fall colors & will be able to recognize & name the color brown
Physical Coordination	Rhythmic movement Large muscle coordination	Indian Dances to Rhythm of Drum Balance while walking	Indian Drums records of Indian music Balance Beam, Blocks	Children will be aware of some of nature's Signs of Fall. Children will be developing Body awareness & orientation to Space as they dance around room and maintain selves on a board
Language Development	Receptive Language - Children gain information & concepts about Indian customs & Thanksgiving traditions Creative Dramatics	Read & Discuss Books & Pictures about Indian customs & Thanksgiving Story - told with Flannelboard Build Tepee, make Pilgrim Indian hats, Indian Drum Dress up as Pilgrims or Indians for Thanksgiving feast	Variety of Books & Pictures about Indians Flannelgraph figures of Indians, Pilgrims, Mayflower.. Brown Paper, Paint, tree limbs Black & white paper, chalk	Children will gain some understanding of Indian customs, how the Pilgrims came to America, how the Indians helped them & why they had a Thanksgiving feast. The children will display some understanding of these concepts through creative dramatization

PLEASE RETURN ALL FORMS TO THE DEPARTMENT OF PROGRAM EVALUATION AT THE END OF EACH MONTH.

Parent meetings were:

Parents of three-year-olds

Orientation
Open House
Construction of Learning Materials
Parent Workshop
Field Trip (Century II Civic Center)
Dental Education
Child Guidance
Language Development
Human Relations

Parents of four-year-olds

Introduction to Classroom Activities
Open House (2)
Human Relations
Food Demonstration (2)
Dental Education
Parent Christmas Party
Parent Picnic

A Toy Loan Library program for three-year-olds was initiated in early March 1974 and was continued during the 1974-75 school year. This program sought to involve parents in the home teaching of their children with materials from the library. A long-term goal of the program is to help parents to be aware of the contribution they can make to their childrens education by being knowledgeable about and reinforcing school experiences.

This program included two professional parent educators (1.2 positions). One primarily made home visits to encourage use of the toy library and to demonstrate to parents the use of the materials. The other parent educator (.2 position) managed the library. Classroom teachers of three-year-olds also visited homes and helped parents with toys and materials specifically related to the individual child's learning needs.

Example of materials in the Toy Loan Library are:

Picture Books
Things I Like To Do
Little, Big, Bigger

Books For Parents
Teach Your Child To Talk
Baby Learning Through Baby Play; a Parents Guide To the First Two Years

Books with accompanying record which "reads" the book as the child

Gilberto and the Wind

In the Forest
Over In the Meadow

The library included several kinds of toys. The toys were intended to help teach preschool skills such as number concepts, color concepts, reading readiness, science readiness, shape, size, speech, sound, vocabulary, and perceptual-motor skills. Examples of toys are listed below:

Add-A-Rack (a primary logic-educational toy consisting of 15 colored balls and a rack)
Bead-O-Graph (an assortment of cylinder and cube shaped beads, 10 dowell stick and a peg board)
Color Lotto (11" x 11" wooden frame with 18 matching color squares)
Coordinator Board (wooden inlay puzzle)
Stacking Squares (a base with a pole and 16 squares of different sizes and colors)
Threading Block (a red plastic block with attached cord)
Beads and Laces (a cylinder shaped container with 100 cubes, cylinder, and spheres with six laces)
Colored Cubes (nine cubes suitable for matching)
Inset Shapes Board
Arithmetic Logic Blocks (Sixty-piece set of geometric shapes leaflet and guide)
Hundred Board (pegboard, pegs and teaching guide)
Primary Cut-Outs (144 felt cut-outs with teaching guide)
Spinner Boards (a spinner board, three cover squares, pictures, and alphabet card and a bag of discs)
Alpha Board (flannel board with letter and complete alphabet)
Animal Dominoes
Go Together Lotto (six lotto boards and 36 match-up cards)
Guess Whose Ears (ten lift-up puzzle cards with instructions)
What Goes With What? (ten lift-up puzzle cards)

A checklist was designed for the parent educator and the teachers to complete for each home visit.

Budget

The total budget was $177,856. The per pupil cost was $819.61.

EVALUATION

The specific objectives selected for evaluation were:

To increase cognitive skills including development of pre-mathematics concepts of position, number and time.

To develop discrimination skills in color, shape, categorization, function, physical properties, and sensory discrimination.

The above objectives were measured by the Cooperative Preschool Inventory,

by Bettye M. Caldwell, Revised Edition, 1970 published by Educational Testing Service. The stated performance level objective was 90 percent of the pupils in the program one year would score at the 50th percentile or above.

An additional objective was to gain parental involvement in the program for three-year-olds. This objective was to be measured by responses to a questionnaire and attendance at meetings planned for parents. The performance level of this objective was stated as 75 percent positive responses to selected questions on the questionnaire and 50 percent of the parents would attend at least nine meetings during the year.

The number of participants by sex and race are given in tables 06.1, 06.2, and 06.3 on the following page.

TABLE 06.1
SEX AND RACE OF THREE-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	8	-	31	2	1	42
Female	13	-	35	2	1	51
Total	21	-	66	4	2	93
Percent	23%	-	71%	4%	2%	

TABLE 06.2
SEX AND RACE OF FOUR-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	12	-	41	1	1	55
Female	15	-	53	1	-	69
Total	27	-	94	2	1	124
Percent	22%	-	76%	2%	1%	

TABLE 06.3
SEX AND RACE TOTALS FOR ALL GROUPS

RACE	1	2	3	4	5	TOTAL
Male	20	-	72	3	2	97
Female	28	-	88	3	1	120
Total	48	-	160	6	3	217
Percent	22%	-	74%	3%	1%	

RACE KEY:
1. Caucasian
2. Oriental
3. Negro
4. Mexican-American
5. American Indian

The Preschool Inventory (PSI) was given as a pretest in the fall of 1974 and as a posttest in the spring of 1975. Classroom teachers administered both pre and posttest.

The result of the pretest and the posttest for three and four year olds who were in the program all year are given in Table 06.4.

A pretest was given at the beginning of the summer 1974 Early Start program. The intent was to measure the total preschool experience (six weeks during summer 1974, and 1974-75 school year). The results of pre and posttest for this group are also given in Table 06.4.

TABLE 06.4
RESULTS OF THE CALDWELL PRESCHOOL INVENTORY
FOR
THREE AND FOUR-YEAR-OLDS

	NATIONAL PERCENTILES		
	PRETEST	POSTTEST Spring, 1975	z SCORE GAIN
Four-year-olds June Pretest N=24	56	89	1.08
Four-year-olds September Pretest N=51	50	89	1.23
Total Four-year-olds N=75	62	89	0.92
Three-year-olds June Pretest N=20	25	96	2.42
Three-year-olds September Pretest N=45	48	94	1.60
Total Three-year-olds N=65	40	94	1.80

Percentile scores are not on a linear scale; therefore, numerical percentile values cannot be subtracted to determine relative gains. Percentiles were converted to z scores, then subtracted to give a true indication of relative gains.

The results shown in Table 06.4 indicate that both three-year-olds and four-year-olds made substantial gains.

The four-year-olds who had the summer 1974 preschool program (Early Start) gained slightly less than those who didn't have the summer program. However, the difference in gains was so slight it was insignificant.

The three-year-olds who had the summer 1974 program gained significantly more (t-test, significant at 0.05) than those who didn't gave the summer program. However the June group pretested at the 25th percentile while the September group pretested at the 48th percentile.

The pretest score on the total four-year-olds whould be explained since each group pretest percentile was lower than the total. The average chronological age at pretest placed the September group at the bottom of the age range on the norm tables. The combined June and September group average chronological age placed the total group at the top of the age range of the norm tables.

In addition to the mean percentile calculation, the number of scores above the 50th percentile were counted. Ninety-eight percent of the three-year-olds who were in the program one year scored at the 50th percentile or above. Ninety-six percent of the four-year-olds scored at the 50th percentile or above.

The objective of 90 percent of the pupils in the program one year would score at the 50th percentile or above was met.

Parent participation was an important component of this program with emphasis placed on the program for three-year-olds. The objective of the program for parents of three-year-olds were:

(a) Parents will have positive attitudes toward the educational process.

(b) Parents will have positive feelings about their ability to contribute to their children's learning experiences.

(c) Parents will be familiar with the educational objective of the program.

(d) Parents will implement child guidance techniques within the home.

(e) Parents will use the adjunctive sercices of the program.

(f) Fifty percent of the parents will attend at least nine meetings.

The level of attainment was 75 percent positive responses on questionnaire items which measure the particular objective.

A parent questionnaire was given to a randomly selected sample (approximately 17 percent) of parents who had children in the program in May. To insure returns, teachers took the questionnaire in an envelope and sealed it. The teachers then sent the sealed envelopes to the evaluator.

The results of the questionnaires for parents of three-year-olds are given on pages 06.10, 06.11, 06.12, and 06.13. Fourteen of fifteen questionnaires were returned to the evaluator.

RESULTS OF THE PARENT QUESTIONNAIRE
Title I Preschool (Three-year-olds)

1974-75

(14 of 15 questionnaires returned)

1. How many of the parent meetings have you attended this school year?

Number of Meetings Attended

none - 0	three - 4	six - 3
one - 3	four - 0	seven - 0
two - 1	five - 2	eight - 1

Average number of meetings attended = 3.8

2. Have the meetings been interesting and useful to you? (check one)

Always 9 (64%) Most of the time 5 (36%) A few times 0

Almost never 0

3. Have you tried some of the child guidance methods which you learned at parent meetings?

Yes 12 (86%) No 2 (14%)

4. Do you feel you understand the reasons for the different classroom activities? (check one)

Always 6 (43%) Most of the time 7 (50%) Sometimes 1 (7%)

Almost never 0

5. Have you talked with the school nurse?

Yes 8 (57%) No 6 (43%)

If you answered "yes" check one or more of the following:

A nurse visited in my home	1
I visited with the nurse at school	5
I visited with the nurse by telephone	5

The nurse was: Very helful 2
Helpful 5
Little or no help 2

6. Have you talked with the school speech teacher?

Yes 6 (43%) No 8 (57%)

If you answered "yes" check one or more of the following.

A speech teacher visited in my home
I visited with the speech teacher at school 6
I visited with the speech teacher by telephone

The speech teacher was: Very helpful 3
Helpful 3
Little or no help

7. Have you talked with the parent coordinator?

Yes 12 (86%) No 2 (14%)

If you answered "yes" check one or more of the following.

A parent coordinator visited in my home 7
I visited with the parent coordinator at school 9
I visited with the parent coordinator by telephone 4

The parent coordinator was: Very helpful 4
Helpful 4
Little or no help 1
No Response 3

8. Please list some of the most important things you feel your child has learned this year.

Response	Number	Response	Number
Playing with others	8	Love from teacher	1
Colors	7	Vocabulary increased	1
How to count	4	How to paint	1
Improved speech	3	Listen to others	1
To share	3	Really grown up	1
Shapes and sizes	2	Behavior	1
To do without parent	2	Learned about animals	1

9. How would you describe the way you feel about the education your child is getting at Little School? (check one)

I think it is excellent	11	79%
I think it is good	3	21%
I think it is fair		
I think it is poor		
I think it is very poor		

10. As a result of parent meetings, workshops, and visits with Little School staff members, do you feel you are better able to help your child learn? (check one)

I feel I can contribute much to helping my child learn.	9	64%
I feel I can contribute some to helping my child learn.	5	36%
I feel I can contribute little to helping my child learn.	0	

11. Have you borrowed materials (toys, books, etc.) from the school library at Little School?

Yes 13 (93%) No 1 (7%)

12. What materials did you find most useful?

Response	Number	Response	Number
Books	11	Records	1
Toys	4	Games	1
Learning cards	1	All	1
Flannel board	1	No response	2

13. Did you and your child play together with the materials?

Yes 13 (100%) No 0

14. Did other members of your family play with your child and the materials?

Yes 13 (100%) No 0

9. How would you describe the way you feel about the education your child is getting at Little School? (check one)

I think it is excellent	11	79%
I think it is good	3	21%
I think it is fair		
I think it is poor		
I think it is very poor		

10. As a result of parent meetings, workshops, and visits with Little School staff members, do you feel you are better able to help your child learn? (check one)

I feel I can contribute much to helping my child learn.	9	64%
I feel I can contribute some to helping my child learn.	5	36%
I feel I can contribute little to helping my child learn.	0	

11. Have you borrowed materials (toys, books, etc.) from the school library at Little School?

Yes 13 (93%) No 1 (7%)

12. What materials did you find most useful?

Response	Number	Response	Number
Books	11	Records	1
Toys	4	Games	1
Learning cards	1	All	1
Flannel board	1	No response	2

13. Did you and your child play together with the materials?

Yes 13 (100%) No 0

14. Did other members of your family play with your child and the materials?

Yes 13 (100%) No 0

15. Did your child play alone with the materials?

Yes 12 (92%) No 1 (8%)

16. Has the parent educator or your child's teacher visited with you in your home about the materials from the Toy Loan Library?

Yes 11 (85%) No 2 (15%)

If so, was this visit:

A great help	3	27%
Helpful	8	73%
Little or no help	0	

17. How would you rate the usefulness of these materials in helping you teach your child?

A great help 6 (46%) Helpful 7 (54%) Little or no help 0

Parent objective (a): "Parents will have positive attitudes toward the educational process," was measured by question nine on the parent questionnaire.

Parent objective (b): "Parents will have positive feelings about their ability to contribute to their children's learning experiences," was measured by item 10.

Parent objective (c): "Parents will be familiar with the educational objective of the program," was measured by question four.

Parent objective (d): "Parents will implement child guidance techniques within the home," was measured by question three.

Parent objective (e): "Parents will use the adjunctive service of the program," was measured by items five, six, and seven.

Parent objective (f): "Fifty percent of the parents will attend at least nine meetings throughout the year," was measured by item one.

Parent objective (a), (b), (c), and (d) were met. Positive responses on the questionnaire item were at the 75 percent level or above.

Parent objective (e): was met at the 75 percent level by the parent coordinator service. The nurse and speech therapy services did not attain the 75 percent level. However, the nurse is employed .4 of full-time, the speech therapist .2 of full-time, while the parent coordinator is employed full-time.

Parent objective (f): was not met. Fifty percent of the parents in the sample did not attend nine meetings (the maximum number possible).

Results of the questionnaire for parents of four-year-olds are given on pages 06.15, 06.16, and 06.17. Since the emphasis is on parent education in the program for three-year-olds, objectives were not formulated for parents of four-year-olds.

RESULTS OF THE
PARENT QUESTIONNAIRE
Title I Preschool (Four-year-olds)

1974-75

(20 of 21 questionnaires returned)

1. How many of the parent meetings have you attended this school year? (check one)

Number of Meetings Attended

none - 7	three - 0	six - 2
one - 1	four - 2	seven - 2
two - 4	five - 1	eight - 1

Average number of meetings attended = 2.8.

2. Have the meetings been interesting and useful to you? (check one)

Always 6 (46%) Most of the time 6 (46%) A few times 1 (8%)

Almost never 0

3. Have you tried new foods or new cooking methods which you learned parent meetings?

Yes 1 (8%) No 12 (92%)

4. Have you tried some of the child guidance methods which you learned at parent meetings?

Yes 11 (85%) No 2 (15%)

5. Do you feel you understand the reasons for the different classroom activities? (check one)

Always 6 (30%) Most of the time 9 (45%) Sometimes 1 (5%)

Almost never 0 No response 0 (20%)

6. Have you talked with the school nurse?

Yes 9 (45%) No 11 (55%)

If you answered "yes" check one or more of the following:

A nurse visited in my home	0
I visited with the nurse at school	4
I visited with the nurse by telephone	5

The nurse was:	Very helpful	7	78%
	Helpful	2	22%
	Little or no help	0	

7. Have you talked with the school speech teacher?

Yes 4 (20%) No 16 (80%)

If you answered "yes" check one or more of the following:

A speech teacher visited in my home	1	25%
I visited with the speech teacher at school	3	75%
I visited with the speech teacher by telephone	0	

The speech teacher was:	Very helpful	1	25%
	Helpful	0	
	Little or no help	0	
	No response	3	75%

8. Have you talked with the parent coordinator?

Yes 11 (55%) No 8 (40%) No response 1 (5%)

If you answered "yes" check one or more of the following:

A parent coordinator visited in my home	4
I visited with the parent coordinator at school	7
I visited with the parent coordinator by telephone	2

The parent coordinator was:	Very helpful	5	46%
	Helpful	2	18%
	Little or no help	1	9%
	No response	3	27%

9. Please list some of the most important things you feel your child has learned this year.

Response	Number	Response	Number
Get along with others	10	More friendly	2
Colors	9	Express feelings	1
Alphabet	4	Improved self-image	1
Count	3	To listen	1
Numbers	3	Sizes and shapes	1
Sharing	3	Animals	1
Get ready for kindergarten	2	Enjoy school	1
Recognize name	2	Songs and games	1
Good manners	1		

10. How would you describe the way you feel about the education your child is getting at Little School? (check one)

I think it is excellent	18	90%
I think it is good	2	10%
I think it is fair		
I think it is poor		
I think it is very poor		

11. As a result of parent meetings, workshops, and visits with Little School staff members, do you feel you are better able to help your child learn? (check one)

I feel I can contribute much to helping my child learn.	13	65%
I feel I can contribute some to helping my child learn.	4	20%
I feel I can contribute little to helping my child learn.	2	10%
No response	1	5%

The two parent coordinators made a total of 689 home visits, had 572 telephone contacts with parents, 86 parent contacts at school, and furnished transportation 52 times.

The classroom teachers made a total of 510 home visits, had 414 telephone contacts with parents, 254 parent contacts at school, and furnished transportation 15 times.

Fifteen parent meetings were held for parents of three-year-olds. Six of these were duplicate meetings (morning and again afternoon) leaving a total of nine meetings on separate subjects. Average attendance at the meetings was 18.

Twelve meetings were held for parents of four-year-olds. Three of these were duplicate meetings. Average attendance was 19.

The Toy Loan Program which started in March of 1974 was continued for the school year 1974-75. A parent educator and teacher of three-year-olds visited in the homes as part of the program. The parent educator and teacher completed a check-list for each home visitation.

The tabulation of these check-list is given on pages 06.19 and 06.20.

RESULTS OF THE
TITLE I PRESCHOOL TOY LOAN PROGRAM
LITTLE EARLY CHILDHOOD EDUCATION CENTER

(Please complete for each home visit)

Name of parent_____

Name of child_____

Date of visit_____

1. Was this your first visit to this home? (check which number if not first visit)

Yes	Second	Third	Other
31 (41%)	21 (28%)	17 (22%)	7 (9%)

2. What was the attitude of the parent(s) in general regarding school?

Positive	Slightly positive	Neutral	Negative
65 (86%)	4 (5%)	5 (7%)	2 (3%)

3. What was the general attitude of the parent(s) regarding the Toy Loan program and your visit?

Enthusiastic	Accepting	Neutral	Uncooperative	No response
42 (55%)	25 (33%)	7 (9%)	1 (1%)	1 (1%)

4. What was the general attitude of the parent(s) toward working with the child?.

Enthusiastic	Interested	Neutral	Not interested
40 (53%)	27 (36%)	8 (11%)	0

5. Did you observe the parent(s) working with the materials and the child?

Yes	No
45 (59%)	31 (41%)

If "yes", what were your impressions?

A good situation 42 (93%) Fair 3 (7%) Not a good situation ____

6. Did you demonstrate for the parent(s) how to work with the materials and the child?

Yes 72 (95%) No 4 (5%)

7. Did the child have an adequate place to keep toys and materials?

Yes 57 (75%) No 5 (7%) Unknown 12 (16%) No response 2 (3%)

8. Did you feel that the Toy Loan Program was workable for this particular family?

Very much so 52 (68%) Has possibilities 9 (12%) No 2 (3%)

9. Did the parent(s) discuss school related concerns (other than the Toy Loan Program) with you?

Yes 29 (38%) No 36 (47%) No response 11 (15%)

Comments: _____

_____

_____

10. Did the parent(s) discuss family related concerns with you?

Yes 30 (40%) No 25 (33%) No response 21 (28%)

Comments: _____

_____

_____

As indicated on the tabulation of the check-list, most aspects of the program received a positive response.

Part of the parent questionnaire (pages 06.10, 06.11, 06.12, and 06.13) previously discussed contained questions about the Toy Loan Program. Ninety-three percent of the parents used the library. Forty-six percent rated the material as a "great help" and 54 percent rated them as "helpful".

It would appear that this is a successful component of the program for three-year-olds.

RECOMMENDATIONS

1. This program continues to meet most of its objective. It should be continued.

2. Parent education should continue as a major part of the program.

3. A search should be made for an appropriate standardized test with greater range than the Caldwell Preschool Inventory.

07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PARENT EDUCATION

PROJECT

1974-75

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
W. E. Turner, Research Specialist
Terry E. Moore, Research Assistant
Department of Program Evaluation

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1975

PARENT EDUCATION AIDE PROGRAM, 1974-75

SUMMARY

In compliance with the Title I Compensatory Education Guidelines of September 1974, the Wichita program has had a Parent Advisory Committee in each Title I target school. During 1974-75 the Parent Education Aide Program was implemented in order to lend additional emphasis to parent participation in education. A total of 32 parent aides were employed in 16 Title I schools. Each aide worked a minimum of fifteen hours per week. They tutored a total of 385 pupils who were deficient in reading or math skills. Aides also made home visitations to parents of Title I pupils. Increased parental involvement was encouraged through a series of open workshops planned by the aides.

Stated objectives appeared to have been met and on this basis the program was recommended for continuation.

PROGRAM DESCRIPTION

Scope

During the several years prior to 1974-75, there was a district-wide Title I advisory committee with representation from each of the participating target schools. With the 1974-75 school year, new guidelines concerning Parent Advisory committees were implemented which required a Parent Advisory Committee in each target school as well as the district committee. In addition to forming the advisory committees, a plan to employ parent education aides was developed.

Some of the general purposes of this program were to:

1. Meet the needs of individual pupils more fully, thus making the educational program more child oriented through increased personal attention and assistance.

2. Develop a cooperative partnership between parent and teacher for the benefit of the child by enlisting and strengthening parent cooperation with the school, which will increase parent support of the school and its program.

3. Create an environment which encourages two-way communication between home and school.

4. Provide a continuous public relations feeder system from the school through parents to the community to create greater understanding of educational needs and goals.

5. Encourage parents to make a significant contribution to their children, their schools, and their communities.

Personnel

Throughout the year, 32 Parent Aides were employed. Aides were directly responsible to their assigned building administrator. Supervisory assistance was provided by the Title I Parent Coordinator. The responsibilities of the Parent Education Aides were as follows:

1. Provide individual or small group tutoring in reading and math for children with educational needs as determined by classroom teacher, special reading teachers, or math aides and as scheduled by the building principal.

2. Provide information to parents about school activities and methods in which parents can be involved.

3. Recruit and schedule parents as classroom volunteers or to assist with other school activities.

4. Assist the Title I Parent Coordinator in the planning and implementation of a parental involvement program for the school and community.

5. Maintain necessary logs of parent contacts and involvement.

Procedures

Parent Education Aides were employed for a total of fifteen hours per week. Three days per week or nine hours was devoted to in-school tutoring of Title I pupils with educational needs in reading or mathematics on a one-to-one or small group basis. Parent aides worked under the supervision of the regular classroom teacher or special reading teacher. The other two days per week of three hours each were spent in home visitations to parents of other Title I pupils. The major purpose of this aspect of the program was to make parents aware of Title I programs and to encourage them to become actively involved in school activities. Administration of the program was through the Title I Parent Coordinator and at the building level through the principal. Aides were directly responsible to the principal. Preservice and inservice training for parent education aides included sessions with specialists in Title I reading and math, parent involvement, tutoring techniques, human relations, and general school policies and procedures. Additionally, aides were involved in a parent aide project which consisted of ten workshops open to the public. The workshops were designed to provide parents the opportunity to be involved in activities concerning educational process and parent participation.

Budget

Salaries		
32 Parent Aides	$33,200	
Preservice Training	2,976	
Babysitting (32 Workshops)	672	
		$35,848
Contract Services		
Workshop Consultants	$ 500	
Transportation	315	
		$ 815
Supplies		$ 3,360
Other		
Refreshments		$ 380
		$40,403

Based on the total number of pupils involved in the program, 385, the per-pupil cost was approximately $104.94.

EVALUATION

In all, thirty-two Parent Education Aides were assigned to 16 Title I schools. Personnel turnover for the year was less than 13 percent, and attendance was generally satisfactory. The parent aides tutored from 7 to 42 children per week. The project total for number of tutoring contacts made over the school year was 10,080. Table 07.1 on the following page gives a breakdown of tutoring contacts by school and month.

The number of parent contacts varied greatly among the schools. For example, parent contacts ranged from 0 to 334 among schools for the month of April. The number of contacts made in each school per month is given in Table 07.2 on page 07.05. Aides averaged about eight contacts weekly and recruited 108 parents for volunteer services in reading or math labs, classrooms, library, or individual tutoring.

The number of home visits also varied greatly among schools. Table 07.3 indicates the number of home visits made per month by aides from each school. The yearly total for each school ranged from 7 to 264. For the year, 1,433 home visitations were made by parent aides.

TABLE 07.1

TUTORING CONTACTS PER SCHOOL BY MONTH
PARENT EDUCATION PROJECT
TITLE I, 1974-75

	Nov.	Dec.	Jan.	Feb.	March	April	May	TOTAL
Alcott	150	123	150	125	84	62	102	796
Dodge	216	105	50	125	156	131	172	955
Franklin	67	116	180	120	120	120	150	873
Funston	60	43	58	63	60	51	43	378
Harry Street	74	54	71	53	65	24	36	377
Irving	0	0	40	133	104	69	71	417
Kellogg	58	41	75	75	72	68	85	474
Lincoln (lab)	222	135	256	256	256	256	320	1,701
Linwood	123	99	203	179	183	167	178	1,132
Longfellow	46	40	200	139	147	131	35	738
MacArthur	22			24	34	44	84	208
Park	66	27	174	130	146	130	110	783
Payne	158	65	61	42	49	59	57	491
Rogers				30	47	47	96	220
Washington	48	23	34	41	38	53	36	273
Wells	42	68	47	33	18	32	24	264
TOTAL	1,352	939	1,599	1,568	1,579	1,444	1,599	10,080

TABLE 07.2

PARENT CONTACTS PER SCHOOL BY MONTH
PARENT EDUCATION PROJECT
TITLE I, 1974-75

	Nov.	Dec.	Jan.	Feb.	March	April	May	TOTAL
Alcott	35	31	42	71	83	150	134	546
Dodge	7	13	55	11	36	35	52	209
Franklin	31	68	106	84	112	107	86	594
Funston	241	98	123	237	186	0	0	885
Harry Street	37	50	57	53	33	63	74	367
Irving	50	43	67	35	66	16	69	346
Kellogg	17	17	7	31	4	28	8	112
Lincoln	19	10	71	56	71	29	22	278
Linwood	144	6	48	74	33	31	77	411
Longfellow	70	40	51	37	50	22	238	508
MacArthur	22	0	0	39	70	334	152	617
Park	59	62	210	243	156	150	308	1,188
Payne	39	23	23	28	84	23	25	245
Rogers				63	142	41	53	299
Washington	70	79	57	44	20	0	0	270
Wells	13	5	13	0	10	0	0	41
TOTAL	851	539	939	1,031	1,162	1,006	1,180	6,708

TABLE 07.3

HOME VISITS PER SCHOOL BY MONTH
PARENT EDUCATION PROJECT
TITLE I, 1974-75

	Nov.	Dec.	Jan.	Feb.	March	April	May	TOTAL
Alcott	0	28	27	7	0	1	6	69
Dodge	1	7	3	3	4	0	4	22
Franklin	28	26	44	19	19	12	9	157
Funston	0	1	31	13	20	0	0	65
Harry Street	3	18	40	25	8	6	19	119
Irving	30	24	42	26	46	6	33	207
Kellogg	0	0	0	4	1	2	0	7
Lincoln	0	3	29	7	3	1	0	43
Linwood	45	2	16	21	9	4	16	113
Longfellow	0	0	28	12	2	0	1	43
MacArthur	0	0	0	16	31	42	16	105
Park	5	10	50	27	74	31	67	264
Payne	24	11	11	0	0	0	0	46
Rogers				21	23	3	16	63
Washington	1	0	15	1	0	0	0	17
Wells	0	0	13	0	4	0	0	17
TOTAL	147	133	349	212	276	108	208	1,433

Twenty-seven preservice and inservice sessions were conducted for parent aides. Specialists presented sessions in reading, math, human relations, communication, home contacts, and recruitment of volunteers.

The parent aides' group project consisted of a series of ten workshops held between March 6, 1975 and April 24, 1975. Parent Aides worked in clusters to plan workshop sessions for the parents from their respective schools. News releases were sent to area newspapers to announce these workshops. One typical newspaper article appears on page 07.08. Sessions were open to the public and free of charge. Arrangements for transportation and nursery facilities were made upon request.

A project newsletter entitled PEAP IN AN EGGSHELL was compiled at the end of the school year in which many of the year's activities were described and experiences were shared. Parent aides, teachers, and principals contributed to this newsletter. In reading the newsletter, it is evident that a great feeling of accomplishment was shared by all those who were involved in the program.

Locally developed planning questionnaires were given to building principals, classroom teachers, special reading teachers and math aides, and parent aides in an effort both to evaluate the existing program and to obtain suggestions for future improvement. Questionnaire responses were tabulated and subjectively analyzed through the office of the program director. Responses were generally favorable and enthusiastic toward the program. Some concern about lack of communication between teacher and aide was expressed, and designated planning and conference time was desired to alleviate this problem. Opinions on parent contacts were mixed, ranging from advocating indiscriminate contact to contact only for specific reasons and at the request of the teacher or principal. Several responses indicated a desire that more regular schedules be maintained by the aides. On the whole, respondents felt that one-to-one tutoring was the most important aspect of the parent aides' involvement.

RECOMMENDATIONS

During its first year of implementation, the Parent Education Aide Project accomplished a great deal toward encouraging parent participation in education. Individual tutoring provided increased personal attention and assistance for those children requiring it. Parent cooperation and support of school activities was strengthened through the efforts and attitudes of parent aides. Public involvement and interest was encouraged through project activities in the community.

Some attention should be given to improving orientation processes and communication systems. Procedures should be standardized and the benefits of adhering to regular schedules emphasized. Planned time periods for teacher-aide conferencing would increase program effectiveness.

The project appears to have met its process objectives satisfactorily and has been recommended for continuation.

Wichita Eagle - Thursday, March 6, 1975

Parents' Workshops Begin at Elementaries

A variety of programs designed to give parents an opportunity to become involved in activities concerning the educational process is being offered through the Wichita public school system.

Sponsor of the series of parent education classes is the Title I Parent Education Aide Program.

First workshop sessions will be conducted today, 1-4 p.m., at Funston Elementary School, 4801 S. Hydraulic. One workshop features a discussion of "pressures on children and youth." A craft session on maintaining house plants also will be conducted.

School officials said 10 workshop sessions have been scheduled throughout the city between now and May 1. Parents from 16 elementary schools will be involved.

Workshop topics will cover such areas as child discipline, how to help children with their homework, early detection of learning disabilities, community relations, understanding math techniques, drug abuse and alternative learning centers.

There also will be craft sessions on macrame and decoupage, and demonstrations on maintaining house plants and floral arranging.

Officials said a nursery will be provided at each workshop location during all sessions, and transportation will be arranged for any parent.

There will be no charge for the sessions, and all will be open to the public.

Enrollments are being taken at each of the Title I schools or at the Title I office, 1847 N. Chautauqua. Information or enrollment forms may be obtained from Jackie Lugrand or Jerry Cowell at the Title I office, 268-7868.

Schools have been divided into clusters for the workshop sessions, and parents are encouraged to attend any of the scheduled sessions.

One cluster includes Funston, Wells, Rogers and MacArthur elementaries. Scheduled workshops:

• March 13, Wells Elementary, 3601 S. Pattie, 9 a.m.-noon. Topics will be early detection of learning disabilities and "how to talk and listen to your child."

• March 14, Wells Elementary, 1:30-4 p.m. Topic will be community relations.

• March 19, Rogers Elementary, 3500 E. Sunnybrook, 1-4 p.m. Topics will be how to

(Turn to Page 14A, Col. 5)

Parents' Classes Begin

★ From Page 1

help children with their homework, and a craft session on houseplants.

• March 20, Rogers Elementary, 7-9 p.m. Topics will be pressures on children and youth, and a craft session on macrame.

Another cluster includes Washington, Park, Irving, Kellogg and Alcott elementaries. Scheduled workshops:

• April 8, College Hill Methodist Church, 2930 E. 1st, 9 a.m.-4 p.m. Topics include parent-child relations — better family relations, discipline, drug abuse and child abuse and its causes; parent involvement in education — how to help with homework, school volunteers and home-school communications. Miscellaneous workshops will include alternative learning centers, talking with children about sex, math, decoupage and house plants.

A third cluster includes Lincoln, Longfellow, Harry Street and Linwood elementaries. Scheduled workshops:

• April 10, Zion United Methodist Church, Lulu at Bayley, 7-9 p.m. Topics include pressures on children and youth, and a craft session on macrame.

A fourth cluster consists of Dodge, Payne and Franklin elementaries. Scheduled workshops:

• April 17, Dodge Elementary, 4801 W. Second, 7-9 p.m. Topic is parent involvement in education.

• April 24, MacArthur Elementary, 2821 Fees, 7-9 p.m. Topics include ideas for working mothers, parent-child relationships and a craft session on macrame.

• May 1, MacArthur Elementary, 9 a.m.-noon. Topic is parent involvement in education, and a workshop on floral arranging will be conducted.

SUMMER SCHOOL ACTIVITIES

INTRODUCTION

Except for Early Start (preschool), and the program for neglected children and delinquent children, Title I summer school activiites were contracted to the Wichita Board of Education, USD 259. Title I pupils, except in the above programs, were given tuition grants to attend summer school. Although reading and mathematic programs were contracted, they are evaluated as separate programs in this report.

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

EARLY START

PROGRAM

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

91

August, 1975

SS 01.01

EARLY START

SUMMER 1975

SUMMARY

Early Start was an orientation program for three and four-year-old children to be involved in the six weeks of the summer session; it was a program of early childhood experiences and supplemental services for children who would take part in Title I and Head Start preschool programs during the 1975-76 school year.

Two hundred and twelve children participated in the program. Fifty-one were three-year-olds and 161 were four-year-olds. They were residents of Title I areas and were enrolled in three early childhood centers in different sections of Greater Wichita. They were served as closely to their homes as possible consistent with integration goals.

The objectives of the program were concerned with cognitive skills, social skills, and physical coordination. Field trips, cooking, water play, and outdoor activities supplemented regular classroom activities. All three year old students were given a pre-test (Caldwell Preschool Inventory) upon enrollment. May test results from the regular school year program were used as pretest scores for several four-year-olds. Pupil progress was to be evaluated on the basis of a sample posttest given the last week of the summer session. Results for four-year olds show a gain from the 56th percentile in the pretest to the 76th percentile in the posttest.

ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. The 1975 Early Start Summer Program was an extension of the regular year preschool program. The 1975 summer program's primary focus was on child involvement although parent-child involvement was an additional component of the program.

PROGRAM DESCRIPTION

Scope

A total of 212 pupils were involved in the 1975 Early Start Summer Program. Fifty-one pupils were three-year-olds and 161 pupils were four-year-olds. The total includes all those pupils involved in the program this summer. Specific objectives of the program were as follows:

(1) Pupil's development of
   A. Cognitive skills (reading and math readiness)
   B. Social skills (positive self-concept and concept of others)
   C. Physical coordination
(2) Parent's development of an interest and a positive attitude toward their child's education.

Personnel

A wide range of personnel composed the Early Start summer staff as follows:

1. One Early Start Director - 4 hours/day
2. Twelve classroom teachers - 4 hour/day
3. One teacher/Parent Education Coordinator - 3 hours/week
4. Eight social workers - 4 hours/day
5. Twelve instructional aides - 3 hours/day
6. Twelve N.Y.C. workers (classroom) 3 hours/day
7. Two secretaries - ½time
8. One nurse - ½ time
9. One custodian - full time
10. Two student teachers (Wichita State University)

Procedures

This report covers the six-week summer session. The major portion of the program was located at the Little Early Childhood Center which had a total of nine classes, three of which were for three-year-olds. In addition three classes of four-year-olds were located at two elementary schools (Dodge and Rogers), making a total of twelve classes in the summer program. Bus transportation was provided for Little and Rogers pupils.

Activities

Classes met daily from 9:00 - 12:00 for a six-week period. This schedule included one-half hour for a nutritious lunch. Teachers joined pupils for lunch.

The daily schedule was planned around: (1) active activity and quiet activity and (2) a balance between small group activity, independent exploration and total group activity. The daily program was flexible with each teacher. Learning experiences were related to (1) cognitive (math and reading readiness) experiences; (2) social skills (self-concept); (3) physical coordination; (4) strong language emphasis, and (5) enrichment (field trips, etc.).

The following is an example of a typical summer class schedule with four-year-olds:

9:00 - 9:35 a.m. - Free play - playing individually with manipulative games - puzzles, pegboards, sorting materials, sand and water play
9:35 - 9:40 a.m. - Cleanup
9:40 -10:00 a.m. - Music and games (large group activity). Examples: songs to teach name recognition and develop positive self-concept, finger games and body identification games, rhythm activities
10:00 - 10:20a.m. - outdoor play with equipment selected to enhance large muscle coordination
10:20 - 10:35a.m. - story time and discussion
10:35 - 11:15a.m. - small group centers (3 or 4 pupils) art activities; large block building; free play with large trucks; cooking experiences
11:15 - 11:30a.m. - rest time, wash up
11:30 - 12:00 a.m.- eat nutritious lunch

Classes are less structured in the summer to give the children a different aspect of school such as "getting acquainted" and a "fun" experience.

The pupil-teacher ratio ranged from 16:1 to 21:1. Instructional aides

and N.Y.C. workers were most helpful in working with the pupils and allowing for a smaller adult-pupil ratio (1:5) resulting in more individual attention for the child. Sensory experiences such as water play and cooking could also be provided by dividing the class into small groups.

The following four field trips were taken by all Early Start summer classes:

(1) Watson Park
(2) Swimming (McAdams and Fairmount Park)
(3) Zoo
(4) Dance concert at Wichita State University

Special materials and equipment used for instructional activities were:

(1) Peabody Language Kit
(2) Piagetian materials
(3) Early Science materials
(4) Montessori sensory materials
(5) Film strips, tape recordings, audio visual materials focusing on language and mathematical concepts
(6) Cooking materials
(7) Sand and water

Parent Involvement

Although the primary focus of the summer program was not on parent-child involvement, teachers averaged one hour per day on home visits making a total of 413 visits. Time spent per visit ranged from 15 minutes to two hours. Reasons for visits included getting acquainted, attendance problems, child's health problems, school behavior problems, bus schedules, discussion of child's progress and information regarding parent meetings. In addition to home contacts, teachers made a total of 26 phone calls and had 23 school visits with parents. Teachers also sent newsletters home with the pupils to keep parents informed of daily classroom activities as well as special events in school.

Parent meetings were held at the three early start centers as follows:

Date	Center	Purpose	Numbers in Attendance
June 24 (4 yr. old parents)	Little	Orientation and filmstrip-	44
June 25 (3 yr. old parents)	Little	"Why School Before Six"	24
June 26	Dodge	"	12
June 26	Rogers	"	18
July 9 (3 yr. old parents)	Little	Filmstrips-	35
July 10 (4 yr. old parents)	Little	"Parents' Role in Preschool Programs" and "Fun in the Making" Presentation by Parent Educator regarding creation of learning materials to use at home	35
July 11	Dodge	"	2
July 15	Rogers		30
July 23	Little	Trip to zoo	64
July 23	Dodge & Rogers	"	25

BUDGET

A. SALARIES

1.	Director (Summer School Principal)	840
1	Teacher, Parent Ed. Teacher 3 hrs/wk/6wks	126
12	Teachers (6-16 thru 7-25) 4hrs/day x 29 days @$7/hr	9,744
12	Instructional Aides 3 @ 4 hrs/day; 9 @3hrs/day for 29 days @ $2.35	2,658
4	Social Workers - 8 hrs/day for 8 weeks	6,680
1	Nurse .5 time, 6-16 thru 7-25	812
2	Secretaries .5 time, June 6 thru 7-25 (One at Little & one at Rogers)	1,000
	Babysitter - as needed	200
1	Custodian .5 time for 2 months	675

SUBTOTAL 22,735

B. CONTRACTED SERVICES

3 Buses at $35 ea for 29 days	$3,045	
9 Field Trips @ $35 each	315	
	3,360	
Food Services 212 Children + 20 Staff @ 75¢ meal = $174/day x 29		5,046
Telephone Service 2 Months @ $100 Month		200
		SUBTOTAL 8,606

C. OTHER EXPENSES

Teaching Supplies	$775	
In-City Travel		
Director	$50	
4 Social Workers	312	
12 Teachers	130	492

SUBTOTAL 1,267

$32,608

Based on the anticipated enrollment of 212 students, the budget per pupil cost for this activity was $153.81.

EVALUATION

The specific objectives selected for evaluation were:

To increase cognitive skills including mathematical concepts of position, shape, time, number and physical properties.
To increase cognitive skills including pre-reading concepts of categorization and discrimination.
To develop a more positive self concept and concept of others.
To develop physical coordination by utilizing large and small muscles.

The above objectives were measured by the Cooperative Preschool Inventory by Bettye M. Caldwell, Revised Edition, published by Educational Testing Service. The stated performance level objective was that a sample posttest would indicate significant progress in each objective.

The number of participants by sex and race are given in the following tables.

TABLE SS 01.01

SEX AND RACE OF THREE-YEAR-OLDS*

RACE*	1	2	3	4	5	TOTAL
MALE	13	-	12	4	1	30
FEMALE	5	-	16	-	-	21
TOTAL	18	-	28	4	1	51
PERCENT	35.3	-	54.9	7.8	2.0	

TABLE SS 01.02

SEX AND RACE OF FOUR-YEAR-OLDS*

RACE*	1	2	3	4	5	TOTAL
MALE	17	-	51	4	2	74
FEMALE	16	-	37	3	1	57
TOTAL	33	-	88	7	3	131
PERCENT	25.2	-	67.2	5.3	2.3	

* Does not include two classes at Rogers

TABLE SS 01.03
SEX AND RACE TOTALS FOR ALL GROUPS

RACE*	1	2	3	4	5	TOTAL
MALE	30	-	63	8	3	104
FEMALE	21	-	53	3	1	78
TOTAL	51	-	116	11	4	182
PERCENT	28.0	-	63.8	6.0	2.2	

* 1=Caucasion, 2=Oriental, 3=Negro, 4=Mexican American
5=American Indian

Attendance data for the three-year-olds and four-year-olds are given in the following table:

TABLE SS 01.04

ATTENDANCE DATA FOR THREE AND FOUR-YEAR-OLDS*

	A.D.M.	A.D.A.	%ATTENDANCE
THREE-YEAR-OLDS	24.1	18.2	67
FOUR-YEAR-OLDS	25.9	20.0	74

*Does not include two classes at Rogers.

The Caldwell Preschool Inventory was given as a pretest to all participants of the summer program. The Caldwell was also given as a posttest to a randomly selected sample of both three and four-year-old participants the last week of the summer program.

No pre and posttest comparison can be made for three-year-olds due to an insufficient length of time between the two tests. Results of the pre and posttests for four-year-olds are given below.

TABLE SS 01.05

RESULTS OF THE PRESCHOOL INVENTORY
SUMMER 1975
N=25

Pretest*			Posttest		
CA	R.S. $\bar{x}$	Percentile	CA	R.S. $\bar{x}$	Percentile
51.2	31	56	52.6	37	76

*May results were used as pretest scores for several pupils.

Results shown above indicate four-year-olds made substantial gains from pre to posttest.

Parent involvement was an additional component of the program. Parents' attendance at meetings indicates a positive response to the program. A significant number of parents (64 at Little and 25 at Dodge and Rogers) accompanied their children on a field trip the last week of the summer session.

RECOMMENDATIONS

This program appears to meet a need for early childhood education. The results indicate that it has been successful; therefore, it would merit continuation.

SS 02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

NEGLECTED CHILDREN'S PROGRAM

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

99

August, 1975

NEGLECTED CHILDREN'S PROGRAM
SUMMER 1975

SUMMARY

Three local homes for neglected children, Phyllis Wheatley Children's Home, Wichita Children's Home, and the Methodist Youthville Home, participated in this summer school program. The homes emphasized math and reading instructional activities of a tutorial nature as well as experiences related to cultural enrichment. One of the two homes, Wichita Children's Home, provided math and reading readiness for preschool children. A total of seventy children participated in this summer program. Ages ranged from 3 to 17 years. Children participated in one or more of the activities offered. Student progress was determined on the basis of student evaluation forms submitted by the teachers. Results show that the majority of students at Phyllis Wheatley showed slight improvement in both math and reading skill areas, and most of the students at Wichita Children's Home showed moderate improvement in these skill areas.

ACTIVITY CONTEXT

The summer program is an extension of the Title I regular school year program which began in the 1966-67 school year. The institutional directors have established a priority of tutorial services which include reading and math for all grades as well as language development, motor skills, and socialization for preschool pupils. This year afternoon enrichment classes were added to the summer program. A third home, Methodist Youthville Home, participated for the first time this summer.

PROGRAM DESCRIPTION

Scope

A total of seventy children participated in the Neglected Children's Summer Program. The main objectives of the program were to provide the children with additional tutorial instruction in reading and math. A preschool program at Wichita Children's Home involving 23 children provided for reading and math readiness as well as motor skills and socialization. Afternoon enrichment classes in arts, crafts, needlework, and cooking were added to the summer program.

Personnel

Phyllis Wheatley Children's Home

2 Reading teachers (3 hours of instruction daily)
1 Math teacher (3 hours of instruction daily)
1 Instructional aide (2½ hours per week)

Wichita Children's Home

2 Reading teachers (3 hours of instruction daily)
1 Math teacher (3 hours of instruction daily)
1 Preschool teacher (3 hours of instruction daily)
1 Instructional aide

Methodist Youthville Home

1 Secondary teacher (4 hours of reading and math instruction daily)

Procedures

This report covers the six-week summer session of the Neglected Children's Program located in three homes for neglected children, Phyllis Wheatley Children's Home, Wichita Children's Home, and the Methodist Youthville Home. Reading and math classes met daily from 9:00a.m. - 12:00 p.m. This summer enrichment classes were an additional component of the program. These classes met on Tuesday and Thursday afternnons (1:00 - 4:00 p.m.) An orientation meeting for teachers and aides was held prior to the beginning of the summer session.

Activities

The main activities of the homes centered around reading and math. At Phyllis Wheatley classes were divided into two sections with half of the students attending math and the other half reading. Students then alternated classes after a twenty minute recess. Two teachers implemented the reading program. Classes were very small with a teacher-pupil ratio ranging from 1 : 1 to 1 : 6 depending on the section. Two homes, Phyllis Wheatley and Wichita Children's Home, had an instructional aide who alternated between the reading and math classes. At Methodist Youthville Home one secondary teacher provided four hours of daily instruction in reading and math. Six girls ranging in age from 13 to 17 participated in the program at this home.

Afternoon enrichment classes were added this summer. Students at Phyllis Wheatley were taken to recreation centers for swimming, tennis, and other related experiences. Older students at Wichita Children's Home attended arts and crafts classes at Valley Center one afternnon each week. Cooking experiences were also stressed. Supplies for cooking and craft classes were purchased with Title I funds.

It was the intention of the summer program to provide a different environment in building reading and math skills; therefore, games were stressed as a change from regular school year activities. Various materials used were:

1) Lyons and Carnahan Skills Box-10 games to supplement phonics and reading instructions
2) Spelling Learning Games Kit (Lyons and Carnahan)
3) Ideal games (phonics)
4) Milton Bradley games
5) Teacher-prepared materials-electric board and other game boards for math.

Budget

The total budget of the program was $8,380. Based on the participation of seventy pupils, the average per pupil expenditure was $119.71.

EVALUATION

The specific objectives of this program were concerned with strengthening the basic academic skills in reading and math.

The number of participants by race and sex are given in Table SS 02.01. There were slightly more boys than girls as well as more white children than any other race. Four races were represented.

Pupil progress for reading and math were evaluated on the basis of student evaluation forms submitted by the teachers. Results are shown in Tables SS 02.02 and SS 02.03. Five children at Phyllis Wheatley Home showed slight improvement in most of the six reading skills, three showed very slight improvement, and two moderate. Two of the ten students at Phyllis Wheatley were not rated in Dictionary Skills or Word Meaning. The majority of the students showed slight improvement in the math skills areas.

Results at Wichita Children's Home indicate that the majority of students showed slight to moderate improvement in both the reading and math skill areas.

TABLE SS 02.01

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAM*

SUMMER 1975

Grade	Sex		Race**					Total
	M	F*	1	2	3	4	5	
PK	9	13	17		5			22
1	6	2	6		2			8
2	3	1	3			1		4
3	4	2	4		1		1	6
4	3	3	2		1	1	2	6
5	2	5			1	1		7
6	2		1		1			2
7	2		2					2
8	1		1					1
9	1	3	3			1		4
11		1			1			1
EMH		1			1			1
	36	28	44		14	3	3	64
	56.2	43.8	68.8		21.9	4.7	4.7	

* Above does not include six girls who were in Methodist Youthville Home

** 1-Caucasian, 2-Oriental, 3-Negro, 4-Mexican American, 5-American Indian

SUMMARY RESULTS OF TITLE I MATHEMATICS STUDENT EVALUATION FORMS

PHYLLIS WHEATLEY CHILDREN'S HOME
Grades 1-9 N=10

Math Skill Areas*	No. of students showing very little if any improvement	No. of students showing slight improvement	No. students showing moderate improvement	No. students showing much improvement
Comprehension of Numeration System		8	2	
Basic Addition/Subtraction		8	2	
Basic Multiplication/Division		8	2	
Concepts/Operations with Fractions/Decimals		6	2	
Measures/Calculations for Lengths/Areas/Volumes		4	2	
Algebraic Concepts/Operations			1	

WICHITA CHILDREN'S HOME
Grades 1-7 N=32

Comprehension of Numeration System	3	9	9	2
Basic Addition/Subtraction	6	7	8	2
Basic Multiplication/Division	4	2	5	2

* Students were not necessarily rated in each skill area.

TABLE SS 02.03

SUMMARY RESULTS OF TITLE I READING STUDENT EVALUATION FORMS

PHYLLIS WHEATLEY CHILDREN'S HOME
Grades 1-9 N=10

Reading Skill Areas*	No. of students showing very little if any improvement	No. of students showing slight improvement	No. of students showing moderate improvement	No. of students showing much improvement
Dictionary Skills	4	4		
Word Meaning	3	5		
Comprehension	3	5	2	
Sight Words	3	5	2	
Phonetic Analysis	3	5	2	
Structural Analysis	3	5	2	

WICHITA CHILDREN'S HOME
Grades 1-7 N=32

Dictionary Skills	1	5	8	8
Word Meaning	1	5	7	8
Comprehension	0	8	9	7
Sight Words	3	8	8	7
Phonetic Analysis	1	9	10	7
Structural Analysis	1	8	9	9

* Students were not necessarily rated in each skill area.

RECOMMENDATIONS

It is recommended that this program be continued and the cultural enrichment experiences be retained in the summer program.

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

DELINQUENT CHILDREN'S PROGRAM
BUSINESS MATHEMATICS

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1975

DELINQUENT CHILDREN'S PROGRAM
BUSINESS MATHEMATICS
SUMMER 1975

SUMMARY

The Program for Delinquent children was designed to provide reading and mathematics instruction to those boys who were at Lake Afton Boys Ranch during the summer. The objective of the program was to increase the reading and mathematics achievement of the Lake Afton residents by one grade level during the summer program. The Wide Range Achievement Test was used as a pre and posttest. An average increase of 1.2 grade levels was achieved in reading, and 2.2 grade level increase was achieved in mathematics. The objective of the program was met.

ACTIVITY CONTEXT

The Summer Program for Delinquent Children was developed in 1967 to provide instruction to residents at Lake Afton Boys Ranch and Friendly Gables. Both institutions were resident detention facilities administered by the Sedgwick County Juvenile Court. Friendly Gables is no longer in operation. The program at Lake Afton has been in operation each summer as an extention of regular school year activities in reading and mathematics.

PROGRAM DESCRIPTION

Scope

Twenty boys ranging from twelve to sixteen years of age participated in this five week program. These participants were boys who were assigned to the Ranch by the Juvenile Court. The objective of the program was to increase pupil's achievement in reading and mathematics by one grade level during the five-week program.

Procedures

The instructional activities were all located at the Lake Afton Boys Ranch. One teacher was paid from Title I funds. Three practium teachers from Emporia State College who were working on master's degrees also worked in the program.

A behavioral, structured approach was used in the classrooms. This included an individualized curriculum for each boy with some group activities. Behavioral management was used in the form of a point-taken reinforcement system in which the boys could earn breaks between class, teacher

programmed free time activities, field trips, week-end passes, and an extra study period. Classes were held from nine to twelve noon, and from one to two p.m. Materials used in reading classes were of varied interests and abilities. Examples of materials are: Systems 80 Kits; Science Research Associate material; Specific Skill Series; Dolch material; Benefic Press; Continental Press; and newspapers.

The mathematics classes also used Systems80 Kits and Science Research Associates material. In addition, flash cards and a workbook ("Working with numbers,"by James T. Shea) were used in the program.

Budget

The 1975 summer session budget included the following items:

Classroom teacher (1)	$1,015
Instructional Supplies	250
Inter-city travel for teacher	128
Total Cost	$1,393

Based on an enrollment of 20 pupils, the cost per pupil was $69.65.

EVALUATION

The objective of the Delinquent Children's Program was to increase the residents' achievement in reading and mathematics by one grade level during the summer program as measured by the Wide Range Achievement Test (WRAT). Pre and Posttest scored showed an average gain of 1.2 grade levels in reading and 2.2 grade levels in mathematics. The objective was attained.

The average number of days attended was 21.3. Thirteen boys were present for all five weeks. The days attended ranged from 12 to 25.

RECOMMENDATIONS

This program appears to meet the need for instructions in reading and mathematics during the summer. The objective was achieved, therefore it is recommended that the program be continued.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

TUITION SCHOLARSHIP PROGRAM

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1975

TUITION SCHOLARSHIPS, SUMMER 1975

SUMMARY

The Wichita Public Schools have operated a tuition summer school program for many years. The Tuition Scholarship program was designed to provide an opportunity for continuation of study skills and field experiences to Title I students. Tuition Scholarships pay the tuition and fees for students to participate in the regular summer school classes, e.g., reading, mathematics, physical education, art, typing, sewing, lab science, cooking, speech, instrumental music, bowling, and foreign languages.

The staff involved in dispensing 9,854 scholarships at the elementary level consisted of the Title I area principal, local principals and teachers.

Based on the evaluation, the recommendation was made for continuation of the program.

ACTIVITY CONTEXT

During the ten years, 1966 through 1975, the Tuition Scholarship program has provided a link for students in the Title I areas to the regular summer school program. In the summer of 1966, scholarships were made available for children from preschool through the twelfth grade.

The program was called Tuition Scholarship because it was felt that parents would feel that this was a special honor to have their children chosen for a scholarship, rather than just being offered a free program during the summer months. The program also allows students to enroll in classes that are not available during the regular spring and fall terms. The program has continued to follow this basic philosophy for ten years. Beginning in the summer of 1974, the program excluded scholarships at the secondary level.

PROGRAM DESCRIPTION

Scope

During the summer of 1975, the Tuition Scholarship program granted 9,854 elementary scholarships to students residing in the Title I target area. The classes consisted of reading, mathematics, physical education, art, typing, sewing, lab science, cooking, speech, instrumental music, bowling, journalism, foreign languages and other clases.

The goals of the Tuition Scholarship program were to provide an opportunity for reinforcement of learning of basic skills, to foster a continuation of study skills for children who might otherwise regress academically during the summer months, and to promote a variety of summer field experiences for Title I target area children.

Personnel

The Title I area principal was responsible for allocating and collecting data in regard to elementary scholarships. Elementary school principals granted the tuition scholarships on the elementary and preschool level.

Procedures

A total of 15 regular school attendance centers were used to dispense scholarships to Title I students for the summer of 1975.

Teachers and principals determined the interest, need, and eligibility of scholarship recipients.

Each tuition scholarship paid for tuition and fees for the students from the Title I target area to the regular summer school program. Students were offered the scholarship forms to take home to parents for signatures. Signed forms were collected at the schools.

Each tuition scholarship was worth $10.00 which paid for a one-hour course. Most Title I students were required to enroll in a basic class before they were permitted to enroll in an enrichment class.

Budget

Projected cost of the program was $102,000 for a total of 10,200 scholarships valued at $10.00 each. The actual cost was $98,540 based on the issuance of 9,854 scholarships.

EVALUATION

A summary of participation and attendance statistics are given in Table SS 04.01 and Table SS 04.02. Excluded are figures for reading and math which are given in a separate report. Participation according to grade levels ranged from one pupil in grade eight to 404 pupils in kindergarten. Attendance ranged from 8.4 percent attending a total number of one to three days to 23 percent attending 25 to 27 days during the summer session.

RECOMMENDATIONS

This report has shown the utilization of tuition grants offered in the summer of 1975. It is recommended that the program be continued next summer and that educational need should take priority in the issuance of tuition scholarships.

TABLE SS 04.01

PUPIL FARTICIPATION
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1975

Course	Sex		Grade											Race*						T
	M	F	PK	K	1	2	3	4	5	6	7	8	Unk.	1	2	3	4	5	Unk.	Total
Arts & Crafts	301	285	-	28	112	129	117	76	65	56	-	-	3	310	3	232	26	5	10	586
Body Control	5	1	-	3	1	-	2	-	-	-	-	-	-	6	-	-	-	-	-	6
Bowling	41	22	-	-	1	3	9	14	15	21	-	-	-	3	-	60	-	-	-	63
Cooking and sewing	12	41	-	-	2	0	5	20	17	9	-	-	-	22	-	28	3	-	-	53
Dramatics	17	27	-	-	3	3	6	11	13	8	-	-	-	23	-	20	1	-	-	44
Enrichment reading	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	1
Foreign Languages	8	8	-	1	2	?	1	4	3	2	-	-	-	8	-	4	3	-	1	16
Green Thumb	12	14	-	-	1	1	8	9	2	5	-	-	-	12	-	13	1	-	-	26
Physical Ed	209	202	-	37	62	73	77	58	50	45	1	-	8	152	2	232	9	3	13	411
Instrumental music	31	48	-	16	9	7	14	15	14	-	3	1	-	55	-	17	4	3	[redacted]	79
Lab. Science	19	7	-	2	5	4	2	4	8	1	-	-	-	25	-	1	-	-	-	26
Post Kdgn.	138	120	1	257	-	-	-	-	-	-	-	-	-	120	-	126	8	2	2	258
Pre-School	4	3	7	-	-	-	-	-	-	-	-	-	-	1	-	6	-	-	-	7
Public Speaking	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	2
Primary Story telling	17	26	1	39	2	1	-	-	-	-	-	-	-	10	-	32	-	-	-	43
Speech Therapy	39	27	-	21	19	11	7	6	2	-	-	-	-	51	3	9	3	-	-	66
Typing	77	110	-	-	-	2	18	52	65	50	-	-	-	84	1	94	7	1	-	187
Woodworking	21	3	-	-	-	-	2	11	7	4	-	-	-	12	-	12	-	-	-	24
Journalism	1	2	-	-	-	-	-	2	1	-	-	-	-	-	-	3	-	-	-	3
Totals	954	947	9	404	219	237	269	284	262	201	4	1	11	894	9	892	65	14	27	1901
Percent	50	50	.5	21	12	13	14	15	14	11	.2	.05	.6	47	.5	47	3	.7	1.4	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

SS 04.04

TABLE SS 04.02

ATTENDANCE STATISTICS
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1975

	Number of Days Attended*									
Subject	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	TOTA
Arts & Crafts	47	56	43	51	47	46	67	96	133	58
Body Control	0	0	0	0	0	1	1	0	4	
Bowling	5	4	1	2	10	4	4	19	14	
Cooking & Sewing	1	3	3	8	7	3	6	7	5	
Dramatics	10	1	1	2	8	0	2	4	16	
Enrichment Reading	0	0	0	0	0	0	0	0	1	
Foreign Languages	4	0	1	2	0	0	3	5	1	
Green Thumb	11	0	1	0	1	0	3	1	9	
Phy. Ed. (Gym)	46	30	27	37	32	47	56	54	82	4
Instrumental Music	10	5	6	7	3	9	15	12	12	
Journalism	0	0	0	0	0	0	1	1	1	
Lab. Sciences	3	2	2	4	2	3	1	1	8	
Post Kindergarten	11	10	13	12	12	24	55	52	69	25
Pre-School	0	0	0	1	2	0	1	2	1	
Public Speaking	0	0	0	0	0	0	1	0	1	
Primary Storytelling	0	4	2	1	4	4	7	8	13	
Speech Therapy	1	5	2	6	12	3	7	15	15	
Typing	10	15	19	14	15	21	28	30	35	18
Woodworking	0	0	1	1	3	1	6	4	8	
TOTALS	159	135	122	148	158	166	264	311	438	190
PERCENT	8.4	7.1	6.4	7.8	8.3	8.7	13.9	16.4	23.0	

* Circumstances related to gathering data necessitate using 27 instead of 29 days.

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

BASIC PRIMARY AND CORRECTIVE READING

PROGRAM

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75313

Prepared by

Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1975

BASIC PRIMARY AND CORRECTIVE READING

SUMMER 1975

SUMMARY

The Basic Primary program was designed primarily for first and second grade students who needed extended time in summer school to develop basic fundamental skills at the primary level. Corrective Reading was designed for pupils in grades three through six who were reading below grade level and had the ability to profit from a corrective reading program.

Eight-eight classes were conducted in eleven Title I schools and four non Title I schools. Seventy-nine teachers and two coordinators implemented both reading programs.

Pupil progress was evaluated on the basis of individual student evaluation forms submitted by the teachers. Results show that the majority of the students show slight to moderate improvement in reading skill areas. The program was recommended for continuation.

ACTIVITY CONTEXT

The summer Basic Primary and Corrective Reading courses have been offered since the summer of 1968. The programs began as a result of tuition grants to Title I pupils attending regular summer school classes in corrective reading during the summer of 1967. This year the Title I summer reading program was combined with the regular summer school program in order to provide more centralization of administration and consistency in program offerings. The courses were designed as a correlated language arts program which included activities in reading, listening, speaking, and writing.

PROGRAM DESCRIPTION

Scope

One thousand and nine pupils participated in the summer reading program. The primary goal was to improve the reading ability of the pupils through activities in a correlated language arts program which included activities in reading, listening, speaking, and writing.

Personnel

Two program coordinators were employed three hours per day for six weeks. The coordinators' duties included conducting an inservice workshop, distribution of supplies, and helping individual teachers with ideas and demonstrations.

Seventy-nine experienced teachers were employed two hours per day for six weeks. In some instances teachers taught more then one class providing instruction four hours per day rather than two. The Director of Reading for the Wichita Public Schools had the overall responsibility of supervising the program.

Procedures

This report cover the six-week period of the summer session. Classes were located in eleven Title I Schools and four non Title I schools. One two-hour inservice session was held prior to the opening of summer school. Teachers were introduced to the new curriculum guide, Fundamental Reading, and the D. C. Heath "Workshop" series. A consultant with the Heath Company was present to explain the "Workshop" program.

The daily schedule was very flexible for each teacher but classes were structured for the most part. Teachers used materials provided by the Reading Department, as well as their own materials.

A new curriculum guide, Fundamental Reading, was prepared this summer to give teachers direction and suggestions for a variety of activities. Included in the guide were the following topics:

1. Overview
2. Goals
3. Creating atmosphere
4. Individual pupil assessment
5. Suggested resources and activities
6. Ongoing checkpoints
7. Games

In following this guide the teacher usually began by making an assessment of the student's reading skills using either the Dolch sight word list or the San Diego Quick Assessment. The Dolch list was used the most frequently. In addition, the following tests were used to assess the readiness level:

1. Optional Reading Readiness Checksheet
2. Visual Skills - Likenesses and Differences
3. Single Initial Consonant Sound Test

The guide also contained 24 games and a list of 34 activities to promote the pupil's interest and committment to reading. Activities employed most frequently by teachers were the following:

1. Read to the children every day
2. Use games for vocabulary development
3. Visit individually with pupils about a book, story, or poem
4. Use films and filmstrips from the Instructional Materials Center
5. Make matching games for vowel sounds and word meanings
6. Illustrate a poem, story, or filmstrip
7. Use a picture for story writing

Much enthusiasm was expressed by the summer school teachers concerning the new structured reading program, READING: Beginning/Patterns/Explorations (Workshop series) which was introduced this summer. It was felt that this structured program gave scope and sequence to the summer reading program rather than the eclectic manner of previous summers. The Workshop series represents an individualized approach that is adaptable to a variety of classroom environments. The major goals are concerned with teaching students basic phonics, sight vocabulary, and the development of comprehension. There are three sub-components of the Workshop series: Beginnings, Patterns, and Explorations; each contain a series of work-books that are developed in sequence according to various reading skills.

One of the schools introduced a new student-centered language arts and reading program, Interaction. The materials were housed in a Corrective Reading Classroom but Basic Primary Classes also had access to them. Materials for this program included cassettes for which headphones were available in each reading classroom. Other materials used in the summer reading program were:

1. Veri-Tech - a tactile approach for practice in reading, word recognition, and vocabulary
2. Reading Activity Cards
3. Electric Company worksheets
4. Library books
5. Scholastic Easy Reader Books
6. Plays on Echo Reading - records and headsets
7. Peanut Butter Boy

Most teachers used a combination of the "Workshop" series and Fundamental Reading Guide for their daily activities.

The pupil teacher ratio ranged from 5-1 to 15-1.

In response to a questionnaire teachers reported the following number of parent contacts:

1. At their home--31
2. At school--141
3. By note or telephone--312

Much use was made of instructional equipment in the classroom. The most frequently used equipment was the tape recorder, record player, filmstrip projector, overhead projector, and the film projector.

EVALUATION

The primary goal of both Basic Primary and Corrective Reading was concerned with improving the reading ability of the students. The emphasis was on improving skills in word recognition and comprehension.

The six reading skill areas to be evaluated are:

1. Dictionary skills
2. Word meaning
3. Comprehension
4. Sight Words
5. Phonetic analysis
6. Structural Analysis

A summary of participation by race and sex is given in Table SS 05.01. One thousand and nine pupils participated in the reading program. Fifty three percent were male and forty seven percent were female. Class size ranged from seven to fifteen.

ATTENDANCE STATISTICS
TITLE I READING
SUMMER 1975

Days Attended*	Number and Percentage of Students	
	N	%
1-3	31	3.0
4-6	50	5.0
7-9	46	4.6
10-12	76	7.5
13-15	86	8.5
16-18	92	9.1
19-21	159	15.8
22-24	216	21.4
25-27	253	25.0

* Circumstances related to gathering data necessitate using 27 instead of 29 days.

Student evaluation forms were submitted by the teachers at the end of the summer session. Summary results are shown in Table SS 05.02.

Results indicate that the largest percentage of students in each of the six reading skill areas show slight improvement. The greatest percentage gain (48%) occurred in the area of the Word Meaning. Students were not necessarily rated in all six skill areas; therefore, totals are not equal for each skill.

According to the results of a teacher questionnaire, the following experiences were considered most relevant to the student's reading development:

1. The "Workbook" series (This program received the most comments as being a positive influence in improving the students reading ability.)
2. Games to develop skills
3. Small group work
4. University students working on a 1-1 basis with the student
5. Reading books of their own choice
6. Working at centers
7. Field trips
8. Interaction-a language arts and reading program.

RECOMMENDATION

The goal of the program was to improve pupil's reading ability. Results of student evaluation forms indicate that the majority show slight to moderate improvement in six basic reading skills. This program met its objective and is recommended for continuation another summer.

TABLE SS 05.01

PARTICIPATION STATISTICS
TITLE I BASIC PRIMARY AND CORRECTIVE READING
SUMMER 1975

SUMMER SCHOOL CENTER	SEX			GRADE							RACE*						TOTAL
	M	F	EMH	1	2	3	4	5	6	Unknown	1	2	3	4	5	UNK	
ADAMS	75	52		26	25	23	22	17	14		8	0	116	0	0	3	127
BUCKNER	74	46		42	22	19	17	13	7		1	0	119	0	0	0	120
DODGE	28	16		7	12	5	11	5	4		39	0	3	2	0	0	44
FRANKLIN	28	28		16	4	13	7	11	5		46	0	9	0	1	0	56
IRVING	45	39		19	21	10	19	5	10		16	0	60	8	0	0	84
KELLOGG	31	43		23	12	11	12	9	6	1	41	0	30	2	0	1	74
LINCOLN	13	28		10	9	8	4	4	6		21	0	9	11	-	0	41
LONGFELLOW	33	23		1	23	10	7	7	8		45	0	10	1	-	0	56
MACARTHUR	26	41	12	14	15	8	8	1	9		45	-	7	-	2	13	67
PARK	30	41		17	19	6	11	11	7		27	2	36	6	0	0	71
PLEASANT VALLEY	18	16		10	12	6	2	1	3		1	-	33	-	-	-	34
ROGERS	38	21		22	18	12	4	1	2		43	1	10	4	1	0	59
WASHINGTON	56	43		22	26	14	11	12	14		37	1	55	4	2	0	99
WELLS	33	27		19	11	13	9	6	2		36	1	20	2	-	1	60
WOODMAN	10	7		3	4	3	3	3	1		15	0	0	0	2	0	17
TOTAL	538	471	12	251	233	161	147	106	98	1	421	5	517	40	8	18	1009
PERCENT	53.3	46.7	1.2	24.9	23.1	16.0	14.6	10.5	9.7	.1	41.7	.5	51.2	4.0	.8	1.8	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE SS 05.02

SUMMARY RESULTS OF TITLE I
READING STUDENT EVALUATION FORMS
SUMMER 1975
GRADES 1-6

Reading Skill Areas	Students Showing Very little if any Improvement		Students Showing Slight Improvement		Students Showing Moderate Improvement		Students Showing Much Improvement		Total *
	N	%	N	%	N	%	N	%	N
Dictionary Skills	174	35	191	38	104	21	31	6	500
Word Meaning	212	27	371	48	177	23	20	3	780
Comprehension	230	27	374	44	214	25	23	3	841
Sight Words	208	24	404	46	225	26	35	4	872
Phonetic Analysis	238	27	372	43	230	26	32	4	872
Structural Analysis	225	32	304	43	152	22	20	3	701

SS 05.06

* Totals are unequal as students were not rated in each skill area.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PRIMARY AND INTERMEDIATE MATHEMATICS

PROGRAM

SUMMER 1975

Funded by ESEA PL 89-10
Title I
Project 75131

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

122

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1975

PRIMARY AND INTERMEDIATE MATHEMATICS

SUMMER 1975

SUMMARY

The Primary and Intermediate Math summer programs were an extension of the regular school year programs. The classes were planned for those students who had completed first through sixth grade. They were located in eleven Title I and four non Title I schools. Sixty teachers implemented seventy-three classes.

Major goals were concerned with challenging the pupil with interesting experiences and strenthening his mathematical skills and understandings. Pupil progress was evaluated on the basis of individual student evaluation forms submitted by the teachers. Results show that the majority of students made slight to moderate improvement in math skill areas.

ACTIVITY CONTEXT

This was the fourth summer for the Primary Mathematics Program and third summer for the Intermediate Mathematics Program. The original program began with one Title I school in 1970-71. This year the Title I program was combined with the Board of Education summer school program in order to provide more centralization of administration and consistency in program offerings.

Scope

A total of 906 students participated in Primary and Intermediate Math. The programs were planned for students in grades one through six. The two major goals were concerned with challenging the pupil with interesting experiences and strengthening his mathematical skills and experiences.

Personnel

Sixty teachers implemented the program. A total of eleven aides and one student teacher assisted teachers in some of the classes. No coordinator was involved in the Math program this summer. Teachers were responsible for providing two hours of daily instruction for each class, (a few classes provided one hour), maintaining students progress on skill sheets, and their attendance records. A number of teachers taught more than one math class.

Procedures

This report covers the six week summer session. Classes were located at eleven Title I elementary schools and four non Title I schools. One orientation meeting was held prior to the beginning of summer school. This session was conducted by the math coordinator of the school system and provided ideas for the summer program. A handbook, "Games and Teaching Aides" was distributed at this meeting.

Activities

The organizational format for most teachers consisted of both individual and group activities with the latter being more frequent in most classes. Students were grouped according to skill deficiencies, interest, ability, and grade level.

Students were given a teacher-made diagnostic test at the beginning of the session. Most teachers used a skills sheet checklist to trace individual student skill development. Schedules were very flexible depending on the students' attention span. Activities were concerned with the reinforcement of basic computational skills. The following is a typical class schedule in a summer math classroom:

1. Introduction of activities
2. Individual skill sheets
3. Outside activity-playground or group game
4. Game center-students work on a particular skill in one of four centers.
5. Culminating activities-game, art, or activity worksheet

The organization of the summer classes revolved around small group or interest centers containing math games or manipulative devices. The following is a list of such materials:

Abacus, counting frames, dice, dominoes, flash cards, quiz cards, play money, counting sticks, geoboards, cuisenaire rods,bottle caps, beans, and chips for counting, measuring cups, spoons, rulers, and yardsticks

Games used were both teacher-made and commercial. Examples of games most frequently used were the following:

Bug Ya-addition and subtraction	PoKee No
Tug of War-subtraction	Orbit the Earth
Yatzee-multiplication	Shake A Fact
Kung Fu	Lotto
Twinks	Concentration
Jeopardy	Tic Tac Toe
Place Value Walk	Could Be
Bingo	Imma Quiz

EVALUATION

The two major goals of the summer Math program were as follows:

1. To challenge the child with interesting experiences
2. To strengthen the child's mathematical skills and understandings

A summary of participation by race and sex is give in Table SS 06.01 Attendance statistics are shown in the chart on the following page. Nine hundred and six pupils participated in this program.

ATTENDANCE STATISTICS
TITLE I MATHEMATICS
SUMMER 1975

Days Attended*	Number and Percentage of Students	
	N	%
1-3	42	4.6
4-6	50	5.5
7-9	46	5.0
10-12	79	8.7
13-15	78	8.6
16-18	95	10.5
19-21	131	14.4
22-24	168	18.5
25-27	217	24.0

*Circumstances related to gathering data necessitate using 27 instead of 29 days.

Pupil progress for Mathematical skills was evaluated on the basis of student evaluation forms submitted by the teachers. Results are shown in Table SS 06.02

Students were rated in skill areas pertaining to their grade level. The majority of the students were rated in Comprehension of Numeration System, Basic Addition/ Subtraction, and Basic Multiplication/Division. Of these areas the highest percentage of students (40%) showed moderate improvement in Basic Addition/Subtraction. In all six mathematical skill areas the majority of students showed slight and moderate improvement during the summer session.

A questionnaire was submitted to all summer school math teachers. As a result of comments expressed in these questionnaires the following factors were apparent:

1. All students who attended on a regular basis made progress; those whose attendance was sporadic showed very little, if any improvement.
2. Comments expressed most frequently concerned the lack of materials for use in the summer program. In addition this lack was coupled with the desire for direction and orientation by a program coordinator.
3. Second most frequent were remarks concerning attendance. Attendance was very "disappointing" for some teachers. They felt scholarships should be given only to those with regular attendance.
4. Teachers expressed the opinion that in many cases students did not need basic mathematical skills but were required to enroll in a basic class so that they could enroll in an enrichment class such as arts and crafts or bowling. Teachers felt that the elimination of these students would enable them to give more time to those in definite need of the basics.

Another observation concerned the length of classes. Some felt that a change from two hours to one hour would be beneficial, particularly for the younger student whose attention span is short.

RECOMMENDATIONS

The Primary and Intermediate Math summer programs met their objectives of improving students' mathematical skills and understandings. It is recommended that the programs be continued next summer.

PARTICIPATION STATISTICS
TITLE I PRIMARY AND INTERMEDIATE MATHEMATICS
SUMMER 1975

Summer School Center	Sex		Grade							Race*						Total
	M	F	1	2	3	4	5	6	Unknown	1	2	3	4	5	Unknown	
ADAMS	51	47	12	6	19	22	19	20	-	4	-	94	-	-	-	98
BUCKNER	65	55	28	20	24	18	16	14	-	1	-	118	1	-	-	120
DODGE	21	16	6	6	4	5	9	7	-	34	-	1	2	-	-	37
FRANKLIN	26	28	2	12	8	11	13	8	-	49	-	5	-	-	-	54
IRVING	39	43	14	11	17	13	18	9	-	23	-	53	6	-	-	82
KELLOGG	29	36	1	8	11	22	14	9	-	29	-	35	1	-	-	65
LINCOLN	18	18	8	4	6	6	6	6	-	23	-	9	4	-	-	36
LONGFELLOW	35	29	9	10	12	13	17	3	-	48	-	16	-	-	-	64
MACARTHUR	23	26	4	6	8	13	10	7	1	25	-	14	-	2	8	49
PARK	39	44	17	19	9	18	11	8	1	34	1	40	8	-	-	83
PLEASANT VALLEY	18	15	5	5	2	9	6	6	-	2	-	31	-	-	-	33
ROGERS	30	44	11	18	6	11	19	9	-	53	2	12	3	4	-	74
WASHINGTON	26	28	8	5	13	7	3	18	-	23	0	26	3	2	-	54
WELLS	17	22	5	7	8	7	10	2	-	29	0	9	0	1	-	39
WOODMAN	8	10	3	4	2	6	1	2	-	18	0	0	0	0	-	18
TOTALS	445	461	133	141	149	181	172	128	2	395	3	463	28	9	8	906
PERCENT	49.1	50.8	14.7	15.6	16.4	20.0	19.0	14.1	.2	43.6	.3	51.1	3.1	1.0	.9	

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE SS 06.02

SUMMARY RESULTS OF TITLE I
MATHEMATICS STUDENT EVALUATION FORMS
SUMMER 1975
GRADES 1-6

Math Skill Areas	Students Showing Very little if any Improvement		Students Showing Slight Improvement		Students Showing Moderate Improvement		Students Showing Much Improvement		Totals
	N	%	N	%	N	%	N	%	
Comprehension of Numeration System	151	19	308	38	286	36	60	7	805
Basic Addition/ Subtraction	127	16	275	34	326	40	84	10	812
Basic Multiplication/ Division	137	21	241	37	199	31	72	11	649
Concepts/Operations with Fractions/ Decimals	17	12	48	34	52	37	12	9	141
Measures/Calculations for Lengths/Areas/ Volumes	15	21	34	48	22	31	0	0	71
Alaebraic Concepts/ Operations	10	17	32	55	12	21	4	7	58

SS 06.06

* Totals are unequal as students were not rated in each skill area.